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ABSTRACT

The Texas adult performance level (APL) project LINK-FOUR implemented a curriculum based on functional competencies at four sites (Austin, Texarkana, Texas City, and Abilene) and formed linkages with local organizations involved in adult vocational education. The concept on which the project was based was that a set of prevocational skills, plus a set of vocational competencies, would better prepare adult students in their daily lives. Prevocational students involved in the project were clients of CETA (Comprehensive Employment and Training Act Titles I, II, and III), the Texas Rehabilitation Commission, and the Texas Department of Human Resources, as well as students completing their high school diploma or GED (General Educational Development) tests as prerequisites for vocational training. Instruments used to assess student needs and interests were the Student Interest Survey; the Test of Adult Basic Education Reading, Level M; the Adult APL Survey; and the Self-Directed Search. A survey (Pre-Voc) was also developed to assess students' reactions to APL materials after exposure to the curriculum. The report presents analyses of data on student needs and interests, a third-party evaluation of the project, and recommendations for successful implementation of educational linkage projects. (Appendixes include APL training materials, individual career planning form, and sample Pre-Voc survey and APL interview forms.) (YLB)

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PROJECT LINK-FOUR: PRE-VOCATIONAL EDUCATION FOR ADULTS THROUGH COMMUNITY LINKAGES

Deborah S. Stedman

Adult Performance Level Project
Division of Continuing Education
University of Texas at Austin
Education Annex S-21

Austin, Texas 78712

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PROJECT LINK-FOUR STAFF

Deborah S. Stedman, Project Manager
Lois V. McGrath, Research Associate
Daniel LaBruyer, Research Associate

LINK-FOUR Site Staff

Austin

Otha McClinton
Janice Carlson
Sandra Calvert

SER

Bernard McDonnell
Red Garcia

Texarkana

Santo Forte
Junie Young
Ann Cunningham
Ruby McKinley

College of the Mainland

Bill Spillar
Gerry Jares

Victoria

Valeria Cook
Freddie Leith

Abilene

Morris Foster
Cheryl Rogers
Marilyn Brodie

ABSTRACT

The Adult Performance Level (APL) Project LINK-FOUR was an implementation/linkage project. The project implemented a curriculum (and, in some cases, a high school diploma) based on functional competencies in several sites, and then formed linkages with local organizations involved in adult vocational education (including CETA). The concept on which the project was based was that a set of functional competencies (prevocational skills) plus a set of vocational competencies would better prepare adult students in their everyday lives.

The project worked with prevocational students who were clients of CETA (Titles I, II and III), the Texas Rehabilitation Commission, and the Texas Department of Human Resources (WIN program), as well as with students who were completing their high school or GED as prerequisites for vocational training (each site had a community college). Where an APL high school diploma program already was present, the project assisted with forming the linkages and with technical assistance. When the functional competencies were integrated into the traditional GED program, the project staff provided technical assistance and fostered the linkages.

Data gathered reflect prevocational students' competency levels upon entering, interests in coping skills topics, reading levels, and vocational interests, as well as their reactions to their particular program.

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INTRODUCTION AND STATEMENT OF THE PROBLEM

In October of 1975, the U.S. Commissioner of Education released the rather shocking statistics of the Adult Performance Level Project's national samples. In researching the question of the levels of functional competencies of the United States adults (persons over the age of 16), the project found that approximately 1 out of every 5 persons functions with difficulty in today's society and has low levels of skills and knowledge. Approximately 1 out of every 3 persons are competent, but not proficient, in everyday life.

This research has obvious implications for educational programs. Curricula for all educational levels need to be developed and implemented. Staff development needs to be based on a system of teaching coping skills. And, evaluation, both on a program level, and on a state level, should be based on functional competencies. And, educational programs need to coordinate their activities with each other so that students can realize their full potential in terms of functional competence.

In Texas alone, some 4 million adults have not completed a high school education. Since functional competence is directly related to education, the levels of incompetency rise as the levels of education fall. *84% of persons in Texas with 0-3 years of education are functionally incompetent; 74% of Texas adults with 4-5 years of education are functionally incompetent. Even those adults with 8-11 years of education approach the 30% mark of functional incompetence.*

Since functional competency is also related to success in obtaining and keeping employment, the research has direct implications for vocational education and for adult education. Delivery systems in vocational education attempt to provide marketable job skills to their clients. However, few vocational education programs provide the functional competencies that are also necessary for adults in the U.S. Adult education programs attempt to provide the functional competencies and the high school certification to their clients. A natural linkage between these two delivery systems then would provide clients with marketable job skills the functional competencies necessary to function and the necessary high school credential.

The Adult Performance Level Project was awarded a grant from the Bureau of Occupational and Adult Education in the U. S. Office of Education, Department of Health, Education and Welfare, to implement this linkage concept in four pilot sites in Texas. The project officially got under way 1 September 1977 and was extended through 31 February 1979.

METHODS AND PROCEDURES

The implementation of Project LINK-FOUR was based on a set of objectives as follows:

1. To enhance the relevance and applicability of vocational education for the adult learner by installing an adult performance level competency-based curriculum system;
2. To demonstrate the viable alternative of the competency-based high school diploma (CBHSD), thus removing that job-entry barrier;
3. To encourage the expansion of local CETA program resources to those participants engaged in vocational training;
4. To strengthen the bridge between the training experience and the job by soliciting the direct input and support of the employing community;
5. To demonstrate that the learners who are products of this process will:
    a. Evidence stronger attachment to the training program;
    b. Enter the job market more readily and at a higher rate;
    c. Experience greater job retention and more stable advancement.

Objectives 1, 2, and 3 were the foci for the 18 months of Project LINK-FOUR. Four pilot sites were chosen after a careful analysis of the project proposal and capabilities of local programs in Texas. Criteria for possible inclusion as a pilot site in this project included:

1. the presence of strong adult vocational training programs in the local community;
2. a demonstrated interest in the Adult Performance Level (APL) concept on the part of the local Adult Basic Education program; and

3. presence of an APL curricular system within the adult education facility.

According to the LINK-FOUR proposal, two sites were to be urban sites, and two were to be rural. In addition, the project staff felt that a wide geographic area within Texas should be represented. Therefore, the four sites chosen as pilots for the LINK-FOUR project were Austin, Texarkana, Texas City, and Abilene. Following is a brief description of the strengths of each of these sites in relation to the above criteria.

Austin

The Austin Adult Learning Center (ALC) has a unique advantage in its proximity to the APL Project office. The Center was able to offer a high school diploma starting in January of 1978; this diploma program is a competency-based system of teaching and evaluating coping skills performances of students. Teachers within the facility had been exposed to the APL curriculum through various training sessions and in integrating the coping skills into a traditional GED program. The Austin site was considered to be urban. The community had many agencies involved in vocational training that would serve the linkage concept, including the Texas Rehabilitation Commission, the Austin Independent School District, the Austin Community College, and others.

Texarkana

The director of the Adult Basic Education Cooperative in Texarkana was an APL supporter of long standing, as was the Superintendent of the Texarkana Independent School District. The city of Texarkana is the prime sponsor for CETA monies. The opportunity for a linkage existed in the possibility of CETA clients without high school credentials being channeled through the Adult Learning Center for the purposes of GED preparation and coping skills instruction. The APL curriculum, as well as an abundance of other materials useful in coping skills instruction, existed in this center. The Texarkana site was considered to be rural.

Texas City

Both the Adult Education and Vocational Education programs in the Texas City area are administered through the College of the Mainland, a progressive community college. The Adult Education director has also long been an APL supporter. In addition, many students who attend vocational training classes at College of the Mainland do so through CETA. The dean of the Technical/Vocational Division of the College has verbalized interest in APL. The APL curriculum had been installed at College of the Mainland; however, it had not been used much. The Texas City site was considered to be urban.

Abilene

The Abilene Adult Learning Center had worked with the APL Project since 1974, both in the development of curriculum and in the competency-based high school diploma process. Staff here were already well trained in both. The adult education program was within the administrative division of Vocational Education in the Abilene Independent School District. In addition, CETA had been referring clients to the Abilene ALC for GED preparation. The Abilene site was considered to be rural.

Training the staff at each of the four sites was the first priority of the project. To that end, materials were gathered and developed where needed for this initial training. Those materials, which are included as Appendix A of this report, included:

* 1. the WHY? worksheet: a worksheet that helps teachers understand why functional competencies are a necessary part of any adult education program;

* 2. the APL Matrix exercise: an activity that helps teachers explore the concept of the two-dimensional nature of functional competency;

* 3. a flowchart of the APL Instructional System: ABE/GED programs and a flowchart of the APL Instructional System; CBHSD programs; diagrams which help teachers visualize the sequence of the instructional components;

** 4. An APL Instructional System: a booklet describing the APL instructional system which can be used as a reference;

** 5. the Interest Survey: a tool to use for informal diagnosis of student interests which is especially useful with students whose skill levels are too low to permit adequate testing; and

** 6. Prescription: a prescription blank which incorporates diagnostic data and indicates APL instructional modules by title.

Other materials used for training which are not included in this report were a list of the APL performance objectives with module titles, and the Adult APL Survey and Content Area Measures published by American College Testing.

Project LINK-FOUR in Texarkana

Initial teacher training at the Texarkana site included familiarizing the staff with the APL concept and familiarizing them with the format of the curriculum. During the entire length of Project LINK-FOUR, the Texarkana staff and the project staff worked closely together in the implementation of the APL curriculum. Both staffs explored many ways of integrating APL competencies into Adult Basic Education and GED preparation. LINK-FOUR project staff traveled to Texarkana on three separate occasions to model how APL modules could be used within the diagnostic-prescriptive system for GED preparation. A paper on that topic is included as Appendix B in this report. In addition to the staff assistance, Project LINK-FOUR provided instructional materials which were used to supplement APL modules for GED preparation and for Adult Basic Education.

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* These materials are a part of the teacher-training module developed at Texas A&M University--Survival in Today's Society or Introducing APL.

**These materials were developed by the LINK-FOUR project staff.

Other activities with the Texarkana site included presentations to the local CETA assistant director and educational coordinator. The first of these presentations was for the purpose of cementing the linkage between the ALC and CETA. Both the CETA assistant director and the educational coordinator expressed interest in and support for the linkage. Since the CETA students were referred to the ALC for a certain time period (usually eight weeks) for GED preparation, the question was raised as to the necessity of more time for students at the center. It was decided that more time was probably not necessary, since the integration of the APL instruction would still improve the skills that are tested on the GED. (This was later substantiated by student performance on the GED.) Prevocational training in Texarkana, then, took place prior to vocational training.

Following a presentation to the Texarkana Independent School District's Board, a competency-based high school diploma (CBHSD) program was voted on. A unanimous vote in favor of the CBHSD was obtained on September 19, 1978. Training for the CBHSD process began in late October and culminated in early January. On January 5 and 6, 1979, the entire Texarkana ALC staff visited both CBHSD programs operating in Austin. Time was spent with the administrators and teachers at both Austin sites. The Texarkana Adult Learning Center now is operating their own CBHSD program and CETA is referring students to it. As CETA clients become CBHSD students, they are initially assigned to the Texarkana Adult Learning Center for the eight-week period. At the end of the period, each student's progress is individually reviewed by the ALC staff and a recommendation made to the CETA educational coordinator as to how much (if any) additional time is warranted for that student to complete the diploma program. Objectives 1, 2 and 3 of Project LINK-FOUR were attained at the Texarkana site.

Data collected from Texarkana includes student performance on the APL Survey, students' expressed interest in each of the APL topics, students' performance on the Test of Adult Basic Education (TABE) Reading, at the beginning of the cycle, and documentation of both teacher and student responses to the APL system. Analysis of this data is presented in the Results section of this report. Results of teacher attitudes towards the entire process of integrating APL into GED preparation can be found in the Results section (third party evaluation) of this report.

Project LINK-FOUR in Texas City

The initial attempt at implementing Project LINK-FOUR at the College of the Mainland was in anticipation of vocational students who lacked a high school credential using the ABE/GED facility. Thus the first staff training effort was in reacquainting the ABE staff with the concept and materials. This attempt ran aground relatively quickly for two reasons: (1) few vocational students were able to make use of the GED facility at the same time they were attending vocational classes because of time constraints (in class all day, had to work part of day, family demands, etc.); and (2) the reluctance of the staff to use the coping skills materials in the place of regular GED preparation materials. Although numerous methods and even rationales were presented as to why and how the APL materials could also serve as GED preparation, these staff members remained unconvinced.

Another direction of implementing the project began on March 15, 1978, with the cooperation of the Associate Dean for Vocational Technical Education at College of the Mainland. This attempt focused on the integration of the prevocational curriculum (the APL curriculum) with actual vocational training. At the onset, a teacher (trained by the LINK-FOUR staff) met with the clerical occupations class several hours a day for a one or two-week period, depending on how much time was left free after the mandated amount of training was accomplished. This teacher's salary was paid by the Adult Education Cooperative administered by College of the Mainland. In early February 1979, the amount of time for the prevocational training was increased to two hours per day, three days per week for 12 weeks. Thus students in the clerical occupations course not only were learning a marketable job skill, they were also learning the competencies necessary for functioning in today's society.

Because of the limited amount of time that was available for the prevocational coping skills instruction initially, little data was collected. Since the class that began in February is still going on, conclusive data is not yet available. Data that was available at the conclusion of the LINK-FOUR project is presented in the Results section of this report.

Several presentations were made by the LINK-FOUR staff to various groups at College of the Mainland regarding the feasibility of the CBHSD program. These presentations were to the local Co-op Coordinating Committee and to a meeting of all the school superintendents in the Co-op area. As of this writing, no actual decisions have been made as to which school district would award the diploma, although a proposal for a CBHSD has been written and circulated.

Project Objective 1 was achieved at College of the Mainland. Prevocational training took place at the same time as vocational training.

Project LINK-FOUR in Austin

The initial investigation into the project's implementation began with the Austin Community College. The implementation was seen as a referral process for disadvantaged adults who were on a waiting list for vocational training.

These adults were to have been counseled about the necessity of a high school credential in addition to job skill training. In addition, each vocational class was to receive information about the CBHSD program at the Austin Adult Learning Center through the college. For reasons that could never be ascertained, this referral system did not work. Despite the LINK-FOUR's staff meeting several cycles of vocational students as each cycle began, only a handful of students actually took advantage of the opportunity presented to them.

Another effort undertaken by the project in Austin was more successful. The Career Development Center is a joint project between the Texas Department of Human Resources (DHR) and the Texas Rehabilitation Commission (TRC). This project works with Aid for Dependent Children (AFDC) recipients. Clients of the project who do not hold a high school credential are referred to the CBHSD program at the Austin Adult Learning Center. These clients/students receive day care for children, counseling, and transportation paid for by the joint TRC/DHR project. Once requirements for the diploma are completed, the client will be placed into vocational training (with tuition being paid).

Another linkage effort undertaken in Austin involved the SER--Jobs for Progress--program. SER receives CETA funds under the Youth Employment and Training Program (YETP) for adults 16-21. After initial contacts with SER, a CBHSD program was set up in the SER facility. LINK-FOUR staff trained the SER staff. SER students spent four hours each day in a work experience setting and four hours per day in prevocational training (CBHSD) for a period of six months. At this writing, 15 SER students have completed the requirements for the competency-based diploma. Since SER staff hiring and training, implementation of the CBHSD program, and student intake and training were all taking place during that six months, the period of time was longer that is envisioned for the next class. The subsequent SER/CBHSD classes are planned for three-month periods, since the system is now in place and operating.

In the case of the TRC clients, prevocational training took place before vocational training. In the case of the SER clients, prevocational and vocational training took place at the same time.

Considerable student data has been collected from both the Austin ALC and the SER sites. The analysis of this data can be found in the Results section of this report.

Project objectives 1, 2 and 3 have been attained in Austin.

Project LINK-FOUR in Abilene

Project LINK-FOUR was implemented in Abilene starting in January of 1978. The Adult Education division of the Abilene Independent School District had been involved with the APL/CBHSD program for a number of years. The Adult Education division was part of Vocational Education in the AISD, and its director, as well as the Adult Education director and LINK-FOUR staff, arranged to implement the linkage with the nurse's aide and automotive mechanic classes. Coordination with CETA was necessary, since both classes were supported by the West Central Texas Manpower Consortium. Later a beautician's class was also involved. Students from those classes who chose to participate in the prevocational training through the CBHSD program attended the Adult Learning Center in Abilene. Several of these students graduated from the program in May of 1978. The prevocational training then took place at the same time as or after the vocational training. Objectives 1, 2 and 3 were attained in Abilene.

Because another project was funded at the APL Project at the University of Texas, specifically for investigating the viability of the CBHSD and CETA participants, the LINK-FOUR project did not actively pursue the linkage in Abilene after this initial venture. (Abilene was also designated as a pilot site for the above-mentioned project.) Instead, the project staff initiated a replacement pilot site in Victoria, Texas in July of 1979.

Project LINK-FOUR in Victoria

The linkage in Victoria consisted of the Adult Education Learning Center offering a "prevocational class" to clients of agencies which assist in vocational training. The two main agencies involved were the Department of Human Resources (welfare) and the Texas Rehabilitation Commission. Clients were referred to the class on an individual basis by agency counselors. Classes met each day for six hours, five days each week for six weeks. Beginning in Jaunary 1979, the classes were held for four weeks. Classes revolved around the APL modules that had been installed in Victoria. Supplemental activities included films, field trips, and speakers. Some of the referred students had not completed their high school education. If this was the case, then GED instruction was included in the class in a coping skill format. Class size ranged from five to 15, depending on the cycle. This prevocational training actually took place before the actual vocational training.

Since the prevocational classes in Victoria were relatively small and since the time the project was involved with the Victoria pilot site was relatively short, only a small amount of data was actually collected. That data is reported in the Results section of this report.

Other Activities of Project LINK-FOUR

The LINK-FOUR project staff was involved in several supportive activities not mentioned in the descriptions of the pilot site activities. Much of the summer of 1978 was spent in revising and redeveloping the Occupational Knowledge modules originally developed at the APL Project. The revisions centered around developing more extensive modules than had previously been developed. In this context, much material and many activities were developed. A description of each of the Occupational Knowledge modules can be found in Appendix C.

Another activity undertaken by the project staff was the development of a Career Exploration/Vocational Counseling model which could be integrated into any prevocational effort. Basically, the components of the model include: materials for assessing the vocational interests of adult basic education students (use of the Self-Directed Search) and a Career Exploration Center (CEC). The CEC is composed of a set of files. Each file contains descriptive material of jobs within a certain category. The categories used for the LINK-FOUR Center were Mechanical, Scientific, Artistic, Teaching, Sales, and Clerical. These are the same categories that are used in the Self-Directed Search, so that once a student's vocational interests have been assessed, specific jobs can be located in the same interest category. Several sources were used in collecting descriptive job materials, including materials from the Texas Employment Commission, descriptions from the Occupational Outlook Handbook published by the Superintendent of Documents, and the Chronicle Occupational Briefs Series. Collection of descriptive job materials continues, since there is a need for these materials at several reading levels.

Career Exploration Centers have been set up at the Austin ALC and Texarkana ALC sites. The Austin SER site uses the center at the ALC. The Career Exploration Center model has been described and explained at the Victoria and Texas City sites. In addition, data regarding the vocational interests of students has been gathered from the Austin Adult Learning Center and Austin SER sites, as well as from Victoria. This data is also reported in the Results section of this report.

A third activity of the LINK-FOUR project that did not affect any one site directly, but which grew out of contact with both the Austin and Abilene sites, was the development of a new assessment sequence in the Competency-based High School Diploma process. This new assessment sequence is justified and described below.

The Assessment portion of the Competency-based High School Diploma process has two phases--the Generalized Competency phase and the Individualized Competency phase. The Individualized Competency phase in turn has three alternative routes from which clients can choose the most relevant to him/her. Prior to the development of the new assessment phase, these three alternatives were: (1) the Occupational/Vocational sequence; (2) the Advanced Academic sequence; and (3) the Home Management/Home Maintenance sequence.

As the Occupational/Vocational sequence existed in the CBHSD model, it did not present a viable alternative to the adult prevocational education student *who had never worked*. The student who had *not yet* entered into a vocational education experience and who had *never* been employed (OR who had been employed in a job which he/she did not desire to demonstrate performance) may need the high school credential to enter a vocational school. However, if he/she had no job skills to demonstrate, or had no work history to call upon for documentation (whether by employer testimony or by licensing), then the assessment portion of the CBHSD seemed to be a dead end.

One might argue that such a student looking to postsecondary training should have chosen the Advanced Academic phase of the Individualized Competency Assessment. However, the instrument chosen by all of the school districts in Texas for an indication of ability to do postsecondary training was either the ACT or SAT, *both of which are tests of prediction of four-year college performance.* These tests are not appropriate for many students looking to postsecondary training *other* than a four-year college. (Many of these students enter trade schools or community colleges on an open-entry basis.)

A solution to this dilemma was in the expansion of the Advanced Academic sequence into a Postsecondary Education sequence. Within the Postsecondary Education phase, there would be two distinct tracks: the Academic track, which is for students intending to go on to a four-year college; and the Vocational track, which is for students intending to go on to a vocational school and/or vocational training (including on-the-job training and work experience as categorized by CETA programs). The student involved in the Vocational track of the Postsecondary Education sequence of the Individualized Competency phase would take a standardized instrument which can assess his/her ability to do postsecondary *vocational* work. Such instruments are the General Aptitude Test Battery (GATB) or the Differential Aptitude Test (DAT). Both the GATB and the DAT produce verbal and mathematics scores, as well as other aptitudes necessary for vocational sources (e.g., clerical speed, spatial reasoning, mechanical reasoning). Both instruments also are meant for use in a counseling framework.

The GATB and DAT would be used in a "career planning" or "career exploration" framework during CBHSD counseling. Clients would be counseled as to their abilities (results from test scores) *and* their career interests (through the use of a vocational interest instrument such as Holland's *Self-Directed Search.* Upon resolution of a career plan, where abilities and interests and resources are feasible in relation to each other, the student would draw up an Individualized Career Plan (ICP). The ICP is not unlike the Advanced Academic portfolio required of students in that alternative of the Postsecondary Education phase of Assessment. A copy of the ICP is included as Appendix D of this report.

Although the group of students described may be imagined to be relatively small, it is, in fact, quite large. Many adult basic education centers work closely with other community agencies, such as welfare departments, rehabilitation commissions, CETA, and others. These agencies usually work with clients who do *not* possess marketable job skills. Vocational training is usually one of the client's and agency's objectives. The need for this expansion of the Advanced Academic sequence grew out of a need of clients from those very agencies mentioned above. Many AFDC mothers who have never worked now have the opportunity to learn job skills through welfare and TRC programs. Many young people who have never worked have the opportunity to learn job skills through CETA and YETP monies (administered by SER in Austin). But for many of them, the high school credential must be earned *first.* These clients now will have the opportunity to earn the competency-based high school diploma so that they *not only have the marketable job skill, but also are functioning members of today's society.*

The new Postsecondary Education sequence of the Individualized Assessment phase of the CBHSD has been approved by the Accreditation Division of the Texas Education Agency for use in pilot sites in Texas. The new sequence has been implemented in the Austin ALC and Austin SER sites, as well as the CBHSD site in Texarkana.

Work on the new assessment sequence continues as of this writing. Research is underway to ascertain what aptitude scores best predict success in various occupations. Texas State Technical Institute has done studies along these lines, as have other institutions. We are attempting to draw together all of the various literature regarding this question and synthesize it into recommendations to further assist prevocational students in their career planning efforts.

The LINK-FOUR project also supplied the testing materials for an assessment of a sample of Texarkana high school seniors. It was felt that this information would prove valuable to the Adult Learning Center staff in working with the CETA clientele, since many of these students were young people who had dropped out of high school fairly recently. Results of that survey are reported in the Results section of this report.

RESULTS

The Results chapter of this report is divided into two different sections. The first section is the data analysis from data collection from the many instruments used to assess both students' needs and interests. The second section contains the Third Party Evaluation report of the project and the linkages involved.

Data Analysis

As described in the Methods and Procedures chapter of this report, several instruments were used at the LINK-FOUR for assessment purposes. The instruments used were the Student Interest Survey; the Test of Adult Basic Education, Reading, Level M; the Adult APL Survey; and the Self-Directed Search. Data collected from each will be discussed.

Student Interest Survey

The Student Interest Survey is used in several ways in an APL program. It is used as a tool to decide which competencies students will work on first when standardized instruments indicate equal amounts of needs (e.g., if a student scored "below average" on Occupational Knowledge and Consumer Economics, the Student Interest Survey would be used to select the first area of study). It is also used to make subsequent decisions similar to that above. The Student Interest Survey is also used to decide which competencies a group or class of students will work on (if six or eight students select income tax as a high priority, that would indicate a topic which is of prime concern to a large part of a class).

The Student Interest Survey was completed by each prevocational student as a matter of course at the Austin Adult Learning Center. Mean scores for each item on the survey are reported in Table 1. Prevocational student preferences, along with means, are rank ordered in descending order below for the top 17 items.

RANK ORDER	ITEM	MEAN
1	How to do income tax	1.37
2.	Knowing about contracts and legal papers	1.62
3	How to get a loan	1.63
4	How to understand about insurance	1.69
5	How to keep a job	1.71
5	How to measure (feet, inches, metric, etc.)	1.71
6	Knowing about the public	1.72
7	How to use charge accounts	1.74
8	How to get a driver's license	1.77
8	Knowing about courts	1.77
9	How to find out about jobs	1.78
10	Knowing about crime and laws	1.80
11	How to get a promotion	1.82
11	Knowing about Social Security	1.82
12	Where to find help in my community	1.85
12	How to find a good place to live	1.85
13	How to choose a job I'll like	1.87
13	How to prepare good foods	1.87
13	Knowing about my civil rights	1.87
13	How to get a lawyer	1.87
14	How to save on utility bills	1.91
15	How to get a job	1.92
15	How to raise children	1.92
16	How to know about phony selling	1.93
17	How to buy a car	1.95

The Student Interest Survey was also completed by SER clients early in the CBHSD program. Student preferences, in descending order by rank and mean, are presented below for the top 16 items. Mean scores for all items are in Table 2.

RANK ORDER	ITEM	MEAN
1	How to find out about jobs	1.41
2	How to do income tax forms	1.47
2	How to get a loan	1.47
3	How to get a driver's license	1.53
4	How to keep a job	1.59
4	How to understand about insurance	1.59
4	How to save on utility bills	1.59
5	How to get a promotion	1.63
6	How to get a job	1.67
7	How to choose a job I'll like	1.69
8	How to find a good place to live	1.71
8	Knowing about Social Security	1.71
8	Knowing about contracts and legal papers	1.71
8	How to act in an emergency	1.71
9	Getting along with others on the job	1.73
10	How to measure (feet, inches, metric, etc.)	1.75
11	How to buy a car	1.77
12	How to conserve energy	1.82
13	Knowing about crime and the laws	1.83
14	How to find help in my community	1.88
15	Knowing about the police	1.94
16	How to budget my money	2.00
16	How to use charge accounts	2.00
16	How to know about phony selling	2.00
16	How to prepare good foods	2.00
16	How to get a lawyer	2.00

Texarkana prevocational CETA students completed the Student Interest Survey at the beginning of their eight-week period at the Adult Learning Center. Mean responses for all items are presented in Table 3. Student preferences for the top 18 items are presented, in descending order, below.

RANK ORDER	ITEM	MEAN
1.	How to do income tax	1.49
2	How to measure (feet, inches, metric, etc.)	1.61
3	How to understand about insurance	1.74
4	Living with inflation	1.75
5	How to keep a job	1.77
5	How to get a promotion	1.77
6	How to get a driver's license	1.79
7	Knowing about Social Security	1.83
8	How to find out about jobs	1.85
8	Knowing about the police	1.85
8	Knowing about contracts and legal papers	1.85
9	How to find a good place to live	1.89
10	How to choose a job I'll like	1.92
11	How to save on utility bills	1.96
12	How to act in an emergency	1.98
13	How to know about phony selling	2.00
13	How to get a loan	2.00
14	How to get a job	2.02
14	How to get the best food buy	2.02
14	Knowing about crime and the laws	2.02
15	How to raise children	2.04
15	How to get a lawyer	2.04
16	Being married	2.06
17	How to budget my money	2.07
18	How to take care of a car	2.08

The Student Interest Survey was completed by prevocational students in Victoria.. Mean scores for each item on the survey are presented in Table 4. A rank ordering of the top items in descending order are presented below.

RANK ORDER	ITEM	MEAN
1	How to do income tax	1.36
2	Living with inflation	1.42
3	How to understand about insurance	1.46
4	How to find out about jobs	1.50
5	How to find a good place to live	1.55
6	How to save on utility bills	1.58
6	Knowing about Social Security	1.58
6	Knowing about my civil rights	1.58
6	Knowing about crime and the laws	1.58
6	Knowing about contracts and legal papers	1.58
7	Knowing about the police	1.67
7	How to act in an emergency	1.67
7	How to get a job	1.67
8	How to get a lawyer	1.70
9	How to know about phony selling	1.73
9	How to prepare good foods	1.73
9	How to get a promotion	1.73
10	How to buy a car	1.75
10	How to get a loan	1.75
10	How to be safe at home and on the job	1.75
10	Knowing about doctors and hospitals	1.75
10	Knowing how the government is set up	1.75
11	How to conserve energy	1.80
12	How to prevent crime	1.83
12	How to deal with teenagers	1.83
12	How to get and keep good health	1.83
12	How to vote	1.83
12	Knowing about courts	1.83
13	How to choose a job I'll like	1.91
13	Knowing about paychecks and the money they take out	1.91
14	How to keep a job	2.00
14	How to measure (feet, inches, metric, etc.)	2.00
14	How to take care of a car	2.00
14	How to like myself	2.00
14	Knowing about drug abuse	2.00

College of the Mainland prevocational students also completed the Student Interest Survey. Mean scores for each item on the Survey are presented in Table 5. A rank order of some of the top items in descending order are presented below.

RANK ORDER	ITEM	MEAN
1	How to do income tax	1.25
2	How to understand about insurance	1.50
2	How to get a promotion	1.50
3	Living with inflation	1.57
4	How to budget my money	1.75
4	Knowing about contracts and legal papers	1.75
5	Knowing about paychecks and the money they take out	1.88
5	How to measure (feet, inches, metric, etc.)	1.88
5	How to get the best food buys	1.88
5	How to prevent crime	1.88
5	How to save on utility bills	1.88
5	Knowing how the government is set up	1.88
6	How to find out about jobs	2.00
6	How to keep a job	2.00
6	How to get a loan	2.00
6	How to find a good place to live	2.00
6	Knowing about my civil rights	2.00
7	How to get a job	2.13
7	How to get the best buys when shopping	2.13
7	How to buy a car	2.13
7	How to know about phony selling	2.13
[illegible]	How to be safe at home and on the job	2.13
7	How to raise children	2.13
7	Knowing the courts	2.13
7	Knowing about crime and the laws	2.13
8	How to choose a job I'll like	2.14
8	How to eat right	2.14
9	How to take care of a car	2.25
9	Knowing about Social Security	2.25
9	Being married	2.25
9	How to act in an emergency	2.25
9	How to prepare good foods	2.25

It is interesting and perhaps significant to note that there are many commonalities among student interests from site to site. Table 6 illustrates these commonalities. Items which had the highest means across all sites are presented in rank order, along with the rank order and mean of each site.

"How to do income tax" was the highest priority of four of the five prevocational student groups. It was rated as the second highest priority by the SER group. Other high priority items were how to understand insurance, including Medicare, and how to measure (feet, inches, metric, etc.). Occupationally related topics were ranked quite high (which is logical, since these are prevocational students); how to get a promotion was ranked as the second highest priority by the College of the Mainland students, and fifth by both Texarkana and Austin SER students. How to find out about jobs was the SER group's highest priority; this item also ranked high with the Victoria students (fourth) and the College of the Mainland students (sixth). How to keep a job was also ranked highly (Texarkana, fifth; SER, fourth; Austin, fifth; and College of the Mainland, sixth). Living with inflation ranked quite high with the Texarkana, Victoria and College of the Mainland students (fourth, second and third, respectively), but did not receive a high ranking by either the Austin ALC or Austin SER groups. Interestingly enough, although all groups of prevocational students were relatively young (76 of 164 prevocational students were in the 18-22 age group), the "knowing about Social Security" item received a high ranking. The Texarkana group ranked it seventh, the SER group ranked it eighth, the Austin group ranked it eleventh, the Victoria group ranked it sixth, and the College of the Mainland group ranked it ninth. Its overall mean was 1.81, which placed it as the ninth ranked priority over all sites.

Since students of varying skill levels and competency levels seem to be consistent in their preferences for certain topics, it would seem logical to include at least these topics in prevocational curricula, whether or not the actual APL model is used. Inclusion of these topics should certainly increase student interest in a program, which may in turn increase longevity in the program. In addition, working toward competency in these topics should provide some transfer to additional competency in other topics, whether or not those topics are actually studied (e.g., skills in completing job applications should transfer to completing credit applications, completing voter registration blanks, etc.). The matter of actual transfer and degree of transfer is, of course, a matter for an entirely different kind of research study.

The tabulation and rank ordering of student preferences by site also pleads for local adaptation of any life skills curriculum, as witnessed by the SER rank ordering of "how to conserve energy" as #12, when none of the other sites placed it among their top 20. Perhaps the SER group, since it was a younger group, was more cognizant of the need to conserve energy than are the populations of the other sites. The SER group ranked "how to get a driver's license" as #3, while the other groups ranked it as #6 or below. This may be another indication of the preferences of a young prevocational student population. Whatever the reasons--or topics--there are sure to be both commonalities and differences among sites.

TABLE 1

MEAN RESPONSES TO THE STUDENT INTEREST SURVEY
Austin

(1 = need; 2 = might need; 3 = don't need)

Item	Mean	S.D.	n
Community Resources			
1. How to understand what I read and hear in the news	2.04	.83	23
2. Where to find help in my community	1.85	.81	39
3. How and where to have fun	2.42	.76	38
4. How to use the library	2.26	.82	39
5. How to use a newspaper	2.74	.64	39
6. How to use the telephone	2.36	.78	39
7. How to use buses, planes and trains	2.40	.89	38
8. How to tell time	2.17	.78	23
9. How to get a driver's license	1.77	.78	39
Occupational Knowledge			
10. How to find out about jobs	1.78	.80	23
11. How to choose a job I'll like	1.87	.86	39
12. How to get a job	1.92	.90	39
13. How to keep a job	1.71	.84	38
14. How to get a promotion	1.82	.83	38
15. Knowing about paychecks and the money they take out	2.47	.74	36
16. Getting along with others on the job	2.32	.72	22
Consumer Economics			
17. How to count money	2.27	.92	41
18. How to measure (feet, inches, metric, etc.)	1.71	.75	41

Item	Mean	S.D.	n
19. How to do income tax forms	1.37	.58	41
20. How to get the best buys when shopping	2.02	.88	41
21. How to understand the ads I see, hear and read	2.27	.84	41
22. How to budget my money	2.02	.79	41
23. How to order food and tip in a restaurant	2.71	.60	41
24. How to get the best food buys	2.15	.88	41
25. Living with inflation	2.00	.82	22
26. How to find a good place to live (rent or buy)	1.85	.82	41
27. How to save on utility bills	1.91	.79	23
28. How to buy a car	1.95	.93	40
29. How to take care of a car	2.00	.91	40
30. How to get a loan	1.63	.75	38
31. How to use charge accounts	1.74	.79	39
32. How to understand about insurance (including Medicare)	1.69	.80	39
33. How to order from a catalog	2.55	.78	40
34. How to know about phony selling	1.93	.89	40
35. How to take care of the things I own (clothes, furniture, etc.)	2.52	.67	23
36. How to conserve energy	2.17	.83	23
37. Knowing about Social Security	1.82	.82	39
Health			
38. How to prevent crime	2.07	.85	41
39. How to get along with my family	2.03	.86	40
40. Being married	2.39	.84	23
41. Getting divorced	2.20	.76	25

Item	Mean	S.D.	n
42. How to like myself	2.30	.88	23
43. How to be safe at home and on the job	2.38	.81	21
44. Knowing about doctors and hospitals	2.61	.79	28
45. Knowing about pregnancy and childbirth	2.13	.83	39
46. How to act in an emergency	2.16	.79	38
47. How to plan a family	2.33	.84	39
48. How to raise children	1.92	.81	39
49. How to deal with teenagers	2.28	.79	39
50. How to get and keep good health	2.08	.84	39
51. How to eat right	2.46	.78	24
52. How to prepare good foods	1.87	.83	39
53. How to use medicine	1.95	.92	39
54. Knowing about drug abuse	2.04	.88	23
Government and Law			
55. Knowing about how the government is set up	2.21	.86	39
56. How to vote	2.24	.91	38
57. Knowing about the police	1.72	.76	39
58. Knowing about the courts	1.77	.78	39
59. Knowing about my civil rights	1.87	.77	39
60. Knowing about crime and the laws	1.80	.70	39
61. Knowing about contracts and legal papers	1.62	.78	39
62. How to get a lawyer	1.87	.76	23

TABLE 2

MEAN RESPONSES TO THE STUDENT INTEREST SURVEY
SER

(1 = need; 2 = might need; 3 = don't need)

Item	Mean	S.D.	n
Community Resources			
1. How to understand what I read and hear in the news	2.50	.73	16
2. Where to find help in my community	1.88	.81	16
3. How and where to have fun	2.38	.89	16
4. How to use the library	2.35	.79	17
5. How to use a newspaper	2.94	.25	16
6. How to use the telephone	2.53	.80	17
7. How to use buses, planes and trains	2.65	.70	17
8. How to tell time	2.07	.80	15
9. How to get a driver's license	1.53	.72	17
Occupational Knowledge			
10. How to find out about jobs	1.41	.71	17
11. How to choose a job I'll like	1.69	.87	16
12. How to get a job	1.67	.82	15
13. How to keep a job	1.59	.71	17
14. How to get a promotion	1.63	.81	16
15. Knowing about paychecks and the money they take out	2.69	.48	16
16. Getting along with others on the job	1.75	.78	16
Consumer Economics			
17. How to count money	2.71	.59	17
18. How to measure (feet, inches, metric, etc.)	1.75	.78	16

	Item	Mean	S.D.	n
19.	How to do income tax forms	1.47	.62	17
20.	How to get the best buys when shopping	2.19	.75	16
21.	How to understand the ads I see, hear and read	2.29	.85	17
22.	How to budget my money	2.00	.71	17
23.	How to order food and tip in a restaurant	2.75	.58	16
24.	How to get the best food buys	2.24	.66	17
25.	Living with inflation	2.12	.86	17
26.	How to find a good place to live (rent or buy)	1.71	.77	17
27.	How to save on utility bills	1.59	.80	17
28.	How to buy a car	1.77	.83	17
29.	How to take care of a car	2.12	.78	17
30.	How to get a loan	1.47	.72	17
31.	How to use charge accounts	2.00	.71	17
32.	How to understand about insurance (including Medicare)	1.59	.80	17
33.	How to order from a catalog	2.40	.63	15
34.	How to know about phony selling	2.00	.89	16
35.	How to take care of the things I own (clothes, furniture, etc.)	2.63	.50	16
36.	How to conserve energy	1.82	.73	17
37.	Knowing about Social Security	1.71	.77	17
Health				
38.	How to prevent crime	2.29	.85	17
39.	How to get along with my family	2.19	.83	16
40.	Being married	2.59	.71	17
41.	Getting divorced	2.41	.71	17

Item	Mean	S.D.	n
42. How to like myself	2.65	.61	17
43. How to be safe at home and on the job	2.59	.62	17
44. Knowing about doctors and hospitals	2.89	.33	9
45. Knowing about pregnancy and childbirth	2.41	.80	17
46. How to act in an emergency	1.71	.69	17
47. How to plan a family	2.41	.71	17
48. How to raise children	2.06	.77	17
49. How to deal with teenagers	2.35	.79	17
50. How to get and keep good health	2.41	.71	17
51. How to eat right	2.53	.64	15
52. How to prepare good foods	2.00	.87	17
53. How to use medicine	2.06	.93	16
54. Knowing about drug abuse	2.25	.86	16
Government and Law			
55. Knowing about how the government is set up	2.35	.70	17
56. How to vote	2.18	.81	17
57. Knowing about the police	1.94	.77	16
58. Knowing about the courts	2.13	.81	16
59. Knowing about my civil rights	2.41	.80	17
60. Knowing about crime and the laws	1.82	.81	17
61. Knowing about contracts and legal papers	1.71	.85	17
62. How to get a lawyer	2.00	.87	17

TABLE 3

MEAN RESPONSES TO THE STUDENT INTEREST SURVEY
Texarkana

(1 = need; 2 = might need; 3 = don't need)

Item	Mean	S.D.	n
Community Resources			
1. How to understand what I read and hear in the news	2.26	.71	46
2. Where to find help in my community	2.20	.69	46
3. How and where to have fun	2.72	.54	47
4. How to use the library	2.26	.77	47
5. How to use a newspaper	2.87	.40	47
6. How to use the telephone	2.37	.77	46
7. How to use buses, planes and trains	2.94	.32	47
8. How to tell time	--	--	--
9. How to get a driver's license	1.79	.74	39
Occupational Knowledge			
10. How to find out about jobs	1.85	.80	48
11. How to choose a job I'll like	1.92	.85	48
12. How to get a job	2.02	.89	48
13. How to keep a job	1.77	.75	48
14. How to get a promotion	1.77	.81	48
15. Knowing about paychecks and the money they take out	2.52	.65	48
16. Getting along with others on the job	--	--	--
Consumer Economics			
17. How to count money	2.54	.70	43
18. How to measure (feet, inches, metric, etc.)	1.61	.71	46

	Item	Mean	S.D.	n
19.	How to do income tax forms	1.49	.72	47
20.	How to get the best buys when shopping	2.13	.82	47
21.	How to understand the ads I see, hear and read	2.34	.73	47
22.	How to budget my money	2.07	.83	46
23.	How to order food and tip in a restaurant	2.72	.58	47
24.	How to get the best food buys	2.02	.87	47
25.	Living with inflation	1.75	.79	48
26.	How to find a good place to live (rent or buy)	1.87	.87	47
27.	How to save on utility bills	1.96	.81	47
28.	How to buy a car	2.21	.83	47
29.	How to take care of a car	2.08	.85	48
30.	How to get a loan	2.00	.77	48
31.	How to use charge accounts	2.42	.79	48
32.	How to understand about insurance (including Medicare)	1.74	.77	46
33.	How to order from a catalog	2.77	.43	47
34.	How to know about phony selling	2.00	.82	46
35.	How to take care of the things I own (clothes, furniture, etc.)	2.78	.52	45
36.	How to conserve energy	2.16	.77	45
37.	Knowing about Social Security	1.83	.83	46
Health				
38.	How to prevent crime	--	--	--
39.	How to get along with my family	--	--	--
40.	Being married	2.06	.78	48
41.	Getting divorced	2.50	.67	44

Item	Mean	S.D.	n
42. How to like myself	2.65	.67	48
43. How to be safe at home and on the job	2.60	.68	47
44. Knowing about doctors and hospitals	2.55	.62	47
45. Knowing about pregnancy and childbirth	2.13	.72	46
46. How to act in an emergency	1.98	.74	47
47. How to plan a family	2.49	.82	45
48. How to raise children	2.04	.78	47
49. How to deal with teenagers	2.68	.63	47
50. How to get and keep good health	2.33	.75	48
51. How to eat right	2.33	.71	48
52. How to prepare good foods	2.15	.71	48
53. How to use medicine	2.17	.83	48
54. Knowing about drug abuse	2.25	.81	48
Government and Law			
55. Knowing about how the government is set up	2.54	.68	48
56. How to vote	2.33	.75	48
57. Knowing about the police	1.85	.65	48
58. Knowing about the courts	2.30	.78	47
59. Knowing about my civil rights	2.17	.72	48
60. Knowing about crime and the laws	2.02	.73	48
61. Knowing about contracts and legal papers	1.85	.71	48
62. How to get a lawyer	2.04	.74	48

TABLE 4

MEAN RESPONSES TO THE STUDENT INTEREST SURVEY
Victoria

(1 = need; 2 = might need; 3 = don't need)

Item	Mean	S.D.	n
Community Resources			
1. How to understand what I read and hear in the news	2.17	.84	12
2. Where to find help in my community	2.08	.79	12
3. How and where to have fun	2.75	.45	12
4. How to use the library	2.17	.72	12
5. How to use a newspaper	2.50	.80	12
6. How to use the telephone	2.75	.62	12
7. How to use buses, planes and trains	2.42	.79	12
8. How to tell time	2.67	.78	12
9. How to get a driver's license	2.40	.97	10
Occupational Knowledge			
10. How to find out about jobs	1.50	.71	10
11. How to choose a job I'll like	1.91	.70	11
12. How to get a job	1.67	.65	12
13. How to keep a job	2.00	.85	12
14. How to get a promotion	1.73	.79	11
15. Knowing about paychecks and the money they take out	1.91	.83	11
16. Getting along with others on the job	2.36	.81	11
Consumer Economics			
17. How to count money	2.50	.80	12
18. How to measure (feet, inches, metric, etc.)	2.00	.78	11

Item	Mean	S.D.	n
19. How to do income tax forms	1.36	.67	11
20. How to get the best buys when shopping	2.17	.72	12
21. How to understand the ads I see, hear and read	2.42	.79	12
22. How to budget my money	2.17	.94	12
23. How to order food and tip in a restaurant	2.27	.79	11
24. How to get the best food buys	2.08	.79	12
25. Living with inflation	1.42	.67	12
26. How to find a good place to live (rent or buy)	1.55	.82	11
27. How to save on utility bills	1.58	.79	12
28. How to buy a car	1.75	.97	12
29. How to take care of a car	2.00	.95	12
30. How to get a loan	1.75	.75	12
31. How to use charge accounts	2.08	.79	12
32. How to understand about insurance (including Medicare)	1.46	.69	11
33. How to order from a catalog	2.75	.62	12
34. How to know about phony selling	1.73	.65	11
35. How to take care of the things I own (clothes, furniture, etc.)	2.33	.78	12
36. How to conserve energy	1.80	.79	10
37. Knowing about Social Security	1.58	.67	12
Health			
38. How to prevent crime	1.83	.84	12
39. How to get along with my family	2.33	.78	12
40. Being married	2.17	.84	12
41. Getting divorced	2.64	.51	11

Item	Mean	S.D.	n
42. How to like myself	2.00	.85	12
43. How to be safe at home and on the job	1.75	.62	12
44. Knowing about doctors and hospitals	1.75	.75	12
45. Knowing about pregnancy and childbirth	2.25	.87	12
46. How to act in an emergency	1.67	.89	12
47. How to plan a family	2.33	.89	12
48. How to raise children	2.25	.87	12
49. How to deal with teenagers	1.83	.94	12
50. How to get and keep good health	1.83	.72	12
51. How to eat right	2.08	.90	12
52. How to prepare good foods	1.73	.79	11
53. How to use medicine	2.18	.87	11
54. Knowing about drug abuse	2.00	.78	11
Government and Law			
55. Knowing about how the government is set up	1.75	.62	12
56. How to vote	1.83	.72	12
57. Knowing about the police	1.67	.65	12
58. Knowing about the courts	1.83	.84	12
59. Knowing about my civil rights	1.58	.79	12
60. Knowing about crime and the laws	1.58	.79	12
61. Knowing about contracts and legal papers	1.58	.79	12
62. How to get a lawyer	1.70	.82	10

TABLE 5

MEAN RESPONSES TO THE STUDENT INTEREST SURVEY
College of the Mainland

(1 = need; 2 = might need; 3 = don't need)

Item	Mean	S.D.	n
Community Resources			
1. How to understand what I read and hear in the news	2.38	.92	8
2. Where to find help in my community	2.50	.76	8
3. How and where to have fun	2.88	.35	8
4. How to use the library	2.50	.76	8
5. How to use a newspaper	2.63	.74	8
6. How to use the telephone	2.83	.41	8
7. How to use buses, planes and trains	2.63	.52	8
8. How to tell time	3.00	.00	8
9. How to get a driver's license	2.75	.71	8
Occupational Knowledge			
10. How to find out about jobs	2.00	.76	8
11. How to choose a job I'll like	2.14	.90	8
12. How to get a job	2.13	.84	8
13. How to keep a job	2.00	.76	8
14. How to get a promotion	1.50	.54	8
15. Knowing about paychecks and the money they take out	1.88	.84	8
16. Getting along with others on the job	2.50	.76	8
Consumer Economics			
17. How to count money	2.50	.76	8
18. How to measure (feet, inches, metric, etc.)	1.88	.84	8

	Item	Mean	S.D.	n
19.	How to do income tax forms	1.25	.46	8
20.	How to get the best buys when shopping	2.13	.84	8
21.	How to understand the ads I see, hear and read	2.38	.74	8
22.	How to budget my money	1.75	.89	8
23.	How to order food and tip in a restaurant	2.75	.46	8
24.	How to get the best food buys	1.88	.84	8
25.	Living with inflation	1.57	.79	8
26.	How to find a good place to live (rent or buy)	2.00	.93	8
27.	How to save on utility bills	1.88	.84	8
28.	How to buy a car	2.13	.99	8
29.	How to take care of a car	2.25	.89	8
30.	How to get a loan	2.00	.82	8
31.	How to use charge accounts	2.38	.52	8
32.	How to understand about insurance (including Medicare)	1.50	.54	8
33.	How to order from a catalog	2.86	.38	8
34.	How to know about phony selling	2.13	.84	8
35.	How to take care of the things I own (clothes, furniture, etc.)	2.38	.92	8
36.	How to conserve energy	2.38	.74	8
37.	Knowing about Social Security	2.25	.89	8
Health				
38.	How to prevent crime	1.88	.99	8
39.	How to get along with my family	2.50	.76	8
40.	Being married	2.25	1.04	8
41.	Getting divorced	2.71	.76	8

Item	Mean	S.D.	n
42. How to like myself	2.38	.74	8
43. How to be safe at home and on the job	2.13	.84	8
44. Knowing about doctors and hospitals	2.38	.92	8
45. Knowing about pregnancy and childbirth	2.63	.74	8
46. How to act in an emergency	2.25	.71	8
47. How to plan a family	2.63	.74	8
48. How to raise children	2.13	.99	8
49. How to deal with teenagers	2.75	.71	8
50. How to get and keep good health	2.38	.74	8
51. How to eat right	2.14	.90	8
52. How to prepare good foods	2.25	1.04	8
53. How to use medicine	2.75	.71	8
54. Knowing about drug abuse	2.38	.92	8
Government and Law			
55. Knowing about how the government is set up	1.88	.84	8
56. How to vote	2.38	.92	8
57. Knowing about the police	2.35	.89	8
58. Knowing about the courts	2.13	.84	8
59. Knowing about my civil rights	2.00	.76	8
60. Knowing about crime and the laws	2.13	.84	8
61. Knowing about contracts and legal papers	1.75	.71	8
62. How to get a lawyer	2.38	.92	8

TABLE 6

COMMONALITIES AMONG SITES' PREFERENCES TO STUDENT INTEREST SURVEY ITEMS

(1 = need; 2 = might need; 3 = don't need)

RANK (All sites)	ITEM	RANK Texarkana	RANK SER	RANK Austin	RANK Victoria	RANK C.O.M.
1(1.42)	How to do income tax forms	1(1.49)	2(1.47)	1(1.37)	1(1.36)	1(1.25)
2(1.66)	How to understand insurance (including Medicare)	3(1.74)	4(1.59)	4(1.69)	3(1.46)	2(1.50)
3(1.71)	How to measure (feet, inches, metric, etc.)	2(1.61)	10(1.75)	5(1.71)	14(2.00)	5(1.88)
4(1.73)	Knowing about contracts and legal papers	8(1.85)	8(1.71)	2(1.62)	6(1.58)	4(1.75)
5(1.74)	How to get a promotion	5(1.77)	5(1.63)	11(1.82)	9(1.73)	2(1.50)
6(1.75)	How to find out about jobs	8(1.85)	1(1.41)	9(1.78)	4(1.50)	6(2.00)
7(1.76)	How to keep a job	5(1.77)	4(1.59)	5(1.71)	14(2.00)	6(2.00)
8(1.79)	How to get a loan	13(2.00)	2(1.47)	3(1.63)	10(1.75)	6(2.00)
9(1.81)	Living with inflation	4(1.75)	—	--	2(1.42)	3(1.57)
9(1.81)	Knowing about Social Security	7(1.83)	8(1.71)	11(1.82)	6(1.58)	9(2.25)
10(1.83)	How to find a good place to live	9(1.89)	8(1.71)	12(1.85)	5(1.55)	6(2.00)
10(1.83)	Knowing about the police	8(1.85)	15(1.94)	6(1.72)	7(1.67)	--
11(1.84)	How to save on utility bills	11(1.96)	4(1.59)	14(1.91)	6(1.58)	5(1.88)
12(1.86)	How to get a driver's license	6(1.79)	3(1.53)	8(1.77)	--	--
13(1.88)	How to choose a job I'll like	10(1.92)	7(1.69)	13(1.87)	13(1.91)	8(2.14)
14(1.89)	Knowing about crime and the laws	14(2.02)	13(1.82)	10(1.80)	6(1.58)	7(2.13)
15(1.92)	How to get a job	14(2.02)	6(1.67)	15(1.92)	7(1.67)	7(2.13)
16(1.96)	How to know about phony selling	13(2.00)	16(2.00)	16(1.93)	9(1.73)	7(2.13)
17(1.98)	How to act in an emergency	12(1.98)	8(1.71)	--	7(1.67)	9(2.25)
18(1.99)	How to get a lawyer	15(2.04)	16(2.00)	13(1.87)	8(1.70)	--
19(2.00)	How to prepare good foods	--	16(2.00)	13(1.87)	9(1.73)	9(2.25)
20(2.02)	How to buy a car	--	11(1.77)	17(1.95)	10(1.75)	7(2.13)

The Adult APL Survey

The Adult APL Survey is an instrument published by American College Testing (ACT) which assesses students in the five APL General Knowledge Areas of Consumer Economics, Occupational Knowledge, Health, Community Resources, and Government and Law; and in the skills of Identification of Facts and Terms, Reading, Writing, Computation and Problem-Solving. The instrument measures three levels (Below Average, Average, Above Average) for each area and skill. The Survey is used to determine areas of need of functional competency. Within the APL instructional program for each LINK-FOUR site, these levels were interpreted to mean the following:

Below Average--the student is in need of instruction in this entire knowledge area

Average--the student is in need of some instruction in this knowledge area

Above Average--the student is probably not in need of instruction in this knowledge area

Obviously these measures are not specific to individual competencies. They do, however, provide enough information to allow an instructional program to begin. In the case of an Above Average rating, the rating is verified by a Content Area Measure in that knowledge area(Content Area Measures are available for each knowledge area). In the case of an Average rating, a Content Area Measure is used to diagnose which competencies are needed, and which are not needed. Tables 7-11 show the mean scores of prevocational students at the various sites for the APL general knowledge areas.

Austin ALC prevocational students' total mean score of 27.64 (out of a possible 40) indicates a 69.10% correct response. Of the five general knowledge areas, Austin ALC students found Community Resources to be the least difficult, with a mean score of 6.64 (out of a possible 8) and 83.00% correct response. They found Government and Law to be the most difficult, with a mean score of 4.91 (out of 8) and 61.38% correct response.

An analysis of variance was used to determine whether there were any significant differences between mean responses of demographic groups. No significant differences were found for age (using groups of ages 18-22, 23-27, and over 27), ethnicity (using groups of black, Chicano, white, and other), employment status (employed full-time vs. employed part-time vs. unemployed), or education (using groups of 6th grade or less, 7-8th grades, and 9-11th grades).

Austin SER students' total mean score of 26.86 translates to a 67.15% correct response. Like the Austin ALC students, SER students found Community Resources to be the least difficult, with a 72.63% correct response. They found the area of Government and Law to be the most difficult, with a 53.88% correct response.

An analysis of variance was used to determine whether there were any significant differences between mean responses of demographic groups. No significant differences were found for age, ethnicity, employment status, or education.

Texarkana prevocational students scored a mean total of 28.31, which corresponds to 70.78% correct response. Again, like Austin ALC and SER students, Texarkana students found Community Resources to be the least difficult area of the Survey, scoring a mean correct response of 6.38 (79.75% correct response). Government and Law was also the most difficult area for the Texarkana students, who scored a mean of 4.64 correct (58.00% correct response).

An analysis of variance was used to determine whether there were any significant differences between mean responses of demographic groups. No significant differences were found to exist for age groups, employment groups, or education groups. Black Texarkana students scored significantly lower in the areas of Community Resources, Consumer Economics, Health, and Government and Law, although the total mean scores for the two ethnic groups were not significantly different. Table 12 reports these results.

College of the Mainland prevocational students scored a mean total score of 29.63, which corresponds to 74.71% correct response. College of the Mainland students also found Community Resources to be the least difficult area of the survey, scoring a mean of 6.63 (83.88% correct response). They found Government and Law to be the most difficult area, scoring a mean of 5.50 (68.75% correct response).

An analysis of variance was used to determine whether there were any significant differences between the mean scores of demographic groups. No significant differences were found for age, ethnicity, employment status, or education.

Prevocational students in Victoria scored a mean total score of 29.26, which corresponds to an 82.90% correct response. Victoria prevocational students also found the area of Community Resources to be the least difficult, scoring a mean of 6.87 (85.88% correct response). Unlike the other sites, Victoria students found Consumer Economics to be the most difficult area, scoring a mean of 5.03 (62.88% correct response).

An analysis of variance was used to determine whether significant differences existed between the means of the demographic groups of age, employment groups, ethnic groups, or educational groups. No significant differences were found.

TABLE 7

MEAN SCORES AND PERCENT CORRECT RESPONSE
ADULT APL SURVEY

Austin
(n=53)

Category	Mean	Possible Total Correct	S.D.	% Correct Response
Total Score	27.64	40	6.65	69.10%
Community Resources	6.64	8	1.60	83.00%
Occupational Knowledge	5.33	8	1.74	66.63%
Consumer Economics	5.41	8	1.64	67.63%
Health	5.72	8	1.68	71.50%
Government and Law	4.91	8	1.67	61.38%

TABLE 8

MEAN SCORES AND PERCENT CORRECT RESPONSE
ADULT APL SURVEY

SER
(n=19)

Category	Mean	Possible Total Correct	S.D.	% Correct Response
Total Score	26.86	40	6.56	67.15%
Community Resources	5.81	8	1.52	72.63%
Occupational Knowledge	5.25	8	1.92	65.63%
Consumer Economics	5.13	8	1.81	64.13%
Health	5.63	8	1.41	70.38%
Government and Law	4.31	8	1.85	53.88%

TABLE 9

MEAN SCORES AND PERCENT CORRECT RESPONSE
ADULT APL SURVEY

Texarkana
(n=48)

Category	Mean	Possible Total Correct	S.D.	% Correct Response
Total Score	28.31	40	6.34	70.78%
Community Resources	6.38	8	1.51	79.75%
Occupational Knowledge	5.27	8	1.76	65.88%
Consumer Economics	5.11	8	1.45	63.88%
Health	5.57	8	1.56	69.63%
Government and Law	4.64	8	1.40	58.00%

TABLE 10

MEAN SCORES AND PERCENT CORRECT RESPONSE
ADULT APL SURVEY

College of the Mainland
(n=8)

Category	Mean	Possible Total Correct	S.D.	% Correct Response
Total Score	29.63	40		74.71%
Community Resources	6.63	8	1.51	83.88%
Occupational Knowledge	5.88	8	1.73	73.50%
Consumer Economics	6.00	8	1.69	75.00%
Health	5.63	8	2.26	70.38%
Government and Law	5.50	8	1.93	68.75%

TABLE 11

MEAN SCORES AND PERCENT CORRECT RESPONSE
ADULT APL SURVEY

Victoria
(n=31)

Category	Mean	Possible Total Correct	S.D.	% Correct Response
Total Score	29.26	40	7.98	82.90%
Community Resources	6.87	8	1.36	85.88%
Occupational Knowledge	5.57	8	1.89	69.63%
Consumer Economics	5.03	8	1.96	62.88%
Health	6.00	8	1.78	75.00%
Government and Law	5.10	8	1.58	63.75%

TABLE 12

ADULT APL SURVEY MEANS FOR ETHNIC GROUPS

Texarkana

Ethnic Group	Total Score	Community Resources	Occ. Knowledge	Consumer Economics	Health	Government & Law
Black	26.30	5.67*	4.87	4.40*	4.64**	3.86**
White	29.08	6.73*	5.47	5.47*	6.00**	5.00**

* $p < .05$
**$p < .01$

Self-Directed Search

The Self-Directed Search (SDS) is a self-scored career interest inventory. The Survey includes four subscales: activities, occupations, competencies, and self ratings. Responses to these four subscales are summed and a profile which indicates the subject's resemblance to the following six vocational categories is developed:

Realistic: occupations involving mechanical and/or outdoors work (Ex: skilled trades)

Investigative: research occupations, involving abstract problem-solving skills (Ex: laboratory technician)

Artistic: occupations requiring creative, artistic skills, both performing and verbal (Ex: newspaper reporter)

Social: occupations involving teaching, counseling or ministering to people (Ex: social worker, teacher)

Enterprising: occupations involving working with people in a persuasive capacity (Ex: salesperson)

Conventional: occupations involving routine, structured work, usually in a business setting (Ex: clerical worker, beautician)

The Self-Directed Search was used primarily by the Austin and SER sites as documented in the Methods and Procedures chapter. Results of the administration of the SDS inventory to both sites are included in Tables 13 and 14.

It is interesting to note that the rankings of the occupational categories for both sites were extremely similar. Both sites ranked the Social category as their first priority and Artistic as their second priority. The Austin site ranked Enterprising as #3 and Conventional as #4, while the SER site reversed these two categories and ranked Conventional as #3 and Enterprising as #4. Both sites ranked Realistic as #5 and Investigative as #6.

While any hypotheses that we might develop about why these categories were ranked as they were cannot be substantiated by any LINK-FOUR data, it is interesting to note the position of Investigative as that of the lowest ranking category. Perhaps prevocational students who have dropped out of traditional high school programs are not as confident of their problem-solving abilities as are other populations. Or, perhaps they are more interested in jobs and careers which involve working with people.

Table 13

SDS CATEGORIES

Rank Ordered by Means

Austin

1 = highest 6 = lowest

Rank	Category	Mean	S. D.	n
1	Social	2.33	1.39	9
2	Artistic	3.22	1.60	9
3	Enterprising	3.39	1.82	9
4	Conventional	3.72	1.77	9
5	Realistic	3.83	1.79	9
6	Investigative	4.50	1.25	9

Table 14

SDS CATEGORIES

Rank Ordered by Means

SER

1 = highest 6 = lowest

Rank	Category	Mean	S. D.	n
1	Social	2.21	1.16	14
2	Artistic	3.29	1.82	14
3	Conventional	3.54	1.88	14
4	Enterprising	3.61	1.15	14
5	Realistic	3.64	1.89	14
6	Investigative	4.71	.96	14

Test of Adult Basic Education

Prevocational students at the Austin Adult Learning Center were given the Test of Adult Education, Reading, Level M as a standard procedure. This instrument is used in a diagnostic framework to determine difficulties with specific reading skills. The instrument also yields grade levels for subtests of Reading Vocabulary and Reading Comprehension, as well as an overall grade level equivalent.

The mean overall level for Austin prevocational students was 6.2. The Mean Reading Vocabulary grade level was 5.9, and the Mean Reading Comprehension Grade Level was 6.2. Table 15 presents the mean incorrect response for each reading subskill in the test; the number in parentheses is the number of items in that test section (total possible correct). Percent incorrect response is also presented.

Austin prevocational students scored an overall Reading Vocabulary percent incorrect response of 24.8% and an overall Reading Comprehension percent incorrect response of 29.0%. These results are not terrible, in that, since the comprehension section contains items referring inferential reading skills, this section is more difficult than the vocabulary section. In analyzing each of the subskills, Knowing Other Basic Words proved to be the most difficult subskill of the vocabulary subtest, with its percent incorrect response being 29.8%. This percent incorrect response (is, is not) statistically different (at the .05 level). In the Reading Comprehension subtest, the skill of Organizing Ideas proved to be the most difficult for Austin prevocational students with its percent incorrect response of 33.5%. This percent incorrect response (is not) statistically significant at the .05 level.

Austin prevocational students had a mean incorrect response of 39.8% for the inferential skill of Understanding Main Ideas, and a mean incorrect response of 38.6% for the inferential skill of Making Right Conclusions. The differences in these two percentages is not statistically different. These same students had a mean incorrect response of 35.6% for the literal reading skill of Finding Facts. The literal skill of Following Written Directions proved to be the easiest of the comprehension skills, as well as easiest of all of the reading skills to Austin prevocational students, since its mean incorrect response was 14.2%.

Table 16 shows the results of a correlation between the TABE Reading test and the APL Adult Survey for the Austin site. The reading skills of Following Written Directions and Knowing How to Find Information seem to be the two most significant skills used in the paper and pencil assessment of functional competency. Following Written Directions has its strongest correlation with the total APL scores for the Austin prevocational students; however, correlations are strong for all of the subscores of the APL test. The same is true of the reading skill of Knowing How to Find Information. Correlations are strong between the Reading subscore of the APL Survey and all of the subskills of the APL Survey and all of the subskills of the TABE Reading instrument.

Interestingly enough, the inferential reading skills of Understanding Main Ideas, Organizing Ideas, and Making Right Conclusions do not correlate as strongly with all of the APL subscores and, in some cases, the correlations are not even significant. This may indicate weaknesses with the APL Survey instrument itself, or with the attempt at assessing functional competency by means of a multiple choice, paper-and-pencil test.

Table 15

MEAN TABE READING SCORES LEVEL M

Austin

Reading Subskill	Mean Incorrect Response	S. D.	% Incorrect Response	n
*Knowing Math Words	2.69 (12)	2.35	22.4%	52
*Knowing Science Words	2.98 (13)	2.51	22.9%	52
*Knowing Social Studies Words	2.85 (12)	2.70	23.8%	52
*Knowing Other Basic Words	3.88 (13)	2.66	29.8%	52
**Following Written Directions	2.83 (20)	2.71	14.2%	52
**Knowing How to Find Information	5.58 (20)	4.41	27.9%	50
**Understanding Main Ideas I	3.10 (8)	1.46	38.8%	50
**Organizing Ideas I	2.14 (4)	1.31	53.5%	50
**Making Right Conclusions I	2.70 (7)	2.30	38.6%	50
**Finding Facts	3.92 (11)	3.56	35.6%	50

*Reading Vocabulary Subtest

**Reading Comprehension Subtest

Table 16

CORRELATIONS OF THE ADULT APL SURVEY AND THE TABE READING TEST

Austin

APL Survey Subskills

TABE READING SUBSKILLS	Total	CR	OK	CE	H	G&L	Facts	Read.	Writ.	Comp.	Ps
Knowing Math Words	-.39	-.24	-.43	-.30	-.37	ns	ns	-.40	-.48	-.28	ns
Knowing Science Words	-.62	-.31	-.57	-.33	-.63	-.29	-.46	-.51	-.54	-.41	-.52
Knowing Social Studies Words	-.44	-.30	-.42	-.28	-.42	-.24	ns	-.42	-.54	-.28	-.28
Knowing Basic Words	-.67	-.35	-.63	-.32	-.66	-.34	-.60	-.51	-.46	-.56	-.54
Following Written Directions	-.73	-.47	-.64	-.51	-.65	-.36	-.51	-.66	-.59	-.52	-.61
Knowing How to Find Information	-.52	-.35	-.42	-.39	-.47	-.34	-.31	-.46	-.48	-.39	-.33
Understanding Main Ideas	-.28	ns	-.36	ns	-.33	-.36	-.39	-.26	ns	-.39	-.24
Organizing Ideas	-.26	-.33	-.28	ns	ns	ns	ns	-.25	-.27	-.36	-.26
Making Right Conclusions	-.29	ns	-.25	-.25	-.34	ns	ns	-.28	ns	-.34	ns
Finding Facts	-.38	ns	-.42	-.91	-.37	ns	ns	-.42	-.41	-.34	ns

Notes: APL scores represent number correct; TABE scores represent number of errors

Values greater than $\pm.24$ significant at $p < .05$

Values greater than $\pm.32$ significant at $p < .01$

Pre-Voc Survey

The project evaluator, Ms. Heather Becker of ARBEC, Inc., and the project manager developed a survey to assess the students' reactions to the APL materials after exposure to the curriculum. The Pre-Voc Survey compliments the APL Student Interest Survey and included five questions about the general applicability of the APL curriculum to students' everyday lives. Since the instrument varied slightly from site to site depending on the way the project was implemented at that site, each questionnaire is presented in Appendix E, along with site designation.

The Pre-Voc Survey was administered to Texarkana students in December of 1978. At that time, 18 students were enrolled at the Adult Learning Center through the local CETA program.

Results of the survey are presented in Table 17. Students appeared to be most certain that the APL materials would help them in their everyday life. They were least certain that the APL materials would help them pass the GED, which was their ostensible reason for being enrolled in the program. All but one student had been exposed to the Government and Law modules. Their responses to specific modules indicated more favorable attitudes toward Citizens' Rights and Duties and Criminal and Civil Law than toward Government Structure and Function and Legal Documents.

Prevocational students at College of the Mainland responded to the Pre-Voc Survey in March 1979. Their responses are shown in Table 18.

All students in the class indicated that they thought the content of the APL materials would assist them in getting a job. All students also indicated that they thought the APL materials would help them in their jobs. All students thought that the APL materials would also help them in their everyday lives.

TABLE 17

RESPONSES TO PRE-VOC SURVEY

Texarkana

1. Do you think the material on getting a job, managing money, having good health, etc. will help you get a job?

9 YES   1 NO   4 DON'T KNOW   4 BLANK

2. Do you think the material on getting a job, managing money, having good health, etc. will help you in your job?

8 YES   0 NO   6 DON'T KNOW   4 BLANK

3. Do you think the material on getting a job, managing money, having good health, etc. will help you in your everyday life?

10 YES   0 NO   4 DON'T KNOW   4 BLANK

4. Do you think the material on getting a job, managing money, having good health, etc. will help you pass the GED exam?

5 YES   1 NO   8 DON'T KNOW   4 BLANK

5. Do you think the material on getting a job, managing money, having good health, etc. should continue to be included in the prevocational course?

8 YES   0 NO   6 DON'T KNOW   4 BLANK

6. Here is a list of the materials you studied during your "prevocational unit." Next to each title, check whether you "liked it a lot," "liked it some," or "didn't like it." If you did not study a unit, leave that question blank.

	Liked a lot	Liked a little	Didn't like	Blank
GOVERNMENT AND LAW				
Government Structure & Function	6	8	0	3
Citizens' Rights & Duties	10	6	0	1
Criminal & Civil Law	10	3	0	4
Legal Documents	8	4	0	5

7. How could we change the prevocational materials to make them more useful? (Use the back if you need to.)

TABLE 18

RESPONSES TO PRE-VOC SURVEY

College of the Mainland

1. Do you think the material on getting a job, managing money, having good health, etc. will help you get a job?

6 YES   0 NO   0 DON'T KNOW   ____ BLANK

2. Do you think the material on getting a job, managing money, having good health, etc. will help you in your job?

6 YES   0 NO   0 DON'T KNOW   ____ BLANK

3. Do you think the material on getting a job, managing money, having good health, etc. will help you in your everyday life?

6 YES   0 NO   0 DON'T KNOW   ____ BLANK

4. Do you think the material on getting a job, managing money, having good health, etc. will help you pass the GED exam?

3 YES   0 NO   0 DON'T KNOW   3 BLANK

5. Do you think the material on getting a job, managing money, having good health, etc. should continue to be included in the prevocational course?

6 YES   0 NO   0 DON'T KNOW   ____ BLANK

6. Here is a list of the materials you studied during your "prevocational unit." Next to each title, check whether you "liked it a lot," "liked it some," or "didn't like it." If you did not study a unit, leave that question blank.

	Liked a lot	Liked a little	Didn't like	Blank
COMMUNITY RESOURCES				
Public Assistance	1			
Recreation	1			
Driving	1			
Transportation/Reservations		1		
Information and Aid	1			
Mass Media/Public Opinion		1		
CONSUMER ECONOMICS				
Advertising Techniques	1			
Counting and Converting		1		
Money Management		1		
Income Tax	3	2	1	
Care & Upkeep of Personal Possessions	1			

	Liked a lot	Liked a little	Didn't like	Blank
Catalog Ordering		1		
Ordering Food	1			
Housing/Utilities		1		
Car Buying/Maintenance		1		
Insurance		1		
Using Credit	1			
Consumer Fraud		1		
World Resources		1		
Banking Services		1		
Comparison Shopping		1		
OCCUPATIONAL KNOWLEDGE				
Sources of Employment	2	1		
Job Selection & Satisfaction/Aids to Obtaining Satisfactory Employment	4	2		
Job Applications & Interviews	4	1		
Employment Agencies	4	1		
Effective Job Behavior	4			
Financial & Legal Aspects of Employment	4	1		
HEALTH				
Basic Safety Measures/Emergencies & 1st Aid	1			
Drug Control/Drug Abuse		1		
Needs of the Adolescent		1		
Self	1			
Marriage & Family	1			
Parenting & Family Planning	1			
Pregnancy & Childbirth	1			
Child Rearing	1			
Nutrition & Food Preparation	1			
Preventive Care & Health Maintenance	1			
GOVERNMENT & LAW				
Government Structure & Function		1		
Citizens' Rights & Duties	1			
Criminal & Civil Law	1			
Legal Documents		1		

50% of the students thought that the APL materials would assist them in passing the GED tests. (This question was not applicable to the other 50% of the class who already held GED certificates or high school diplomas.) And all of the students thought that the APL materials should be continued in the clerical occupations course. This last result is, of course, in direct contrast to the way these students felt about the prevocational component when they first entered the course. (See Third Party Evaluation in this Results chapter.)

Since not all students used the same modules, the numbers of students responding to each module is different. Because of the small class size and because of the above fact, the results are somewhat difficult to interpret. Responses were strong to the Occupational Knowledge materials. Only one student did not like one module (Income Tax). There was only one response to the open-ended question, "How could we change the prevocational materials to make them more useful?"

> I believe the information we have been given so far has helped us a lot in finding a job, getting a job and keeping a job. I really don't know how you could change it to make it better. I enjoy the prevocational material. I have learned a lot from it.

The SER staff administered the Pre-Voc Survey to 16 students in February 1979. Their responses are shown in Table 19.

86.6% of the students felt that the APL materials would help them in getting a job. 93.6% felt that the APL materials would help them in their jobs. 93.6% also felt that the APL materials would help them in their everyday lives, and 93.6% felt that the APL Program should be continued with SER.

The modules on recreation, drug control, first aid, pregnancy, and the Occupational Knowledge modules were rated the highest. Government and Law and Consumer Economics modules were least popular.

Table 19

RESPONSES TO PRE-VOC SURVEY

SER

1. Do you think the material on getting a job, managing money, having good health, etc. will help you get a job?

   14 YES 1 NO 1 DON'T KNOW ___ BLANK

2. Do you think the material on getting a job, managing money, having good health, etc. will help you in your job?

   15 YES 0 NO 1 DON'T KNOW ___ BLANK

3. Do you think the material on getting a job, managing money, having good health, etc. will help you in your everyday life?

   15 YES 1 NO 0 DON'T KNOW ___ BLANK

4. Do you think the program on getting a job, managing money, having good health, etc. should continue to be included in the YETP program?

   15 YES 0 NO 0 DON'T KNOW 1 BLANK

5. Here is a list of the materials you studied during your "prevocational unit." Next to each title, check whether you "liked it a lot," "liked it some," or "didn't like it." If you did not study a unit, leave that question blank.

	Liked a lot	Liked a little	Didn't like	Blank
COMMUNITY RESOURCES				
Public Assistance	3	9	0	4
Recreation	8	5	0	3
Driving	6	8	0	2
Transportation/Reservations	2	14	0	0
Information and Aid	4	7	0	5
Mass Media/Public Opinion	4	3	0	9
CONSUMER ECONOMICS				
Advertising Techniques	1	11	1	3
Counting and Converting	4	3	3	6
Money Management	3	6	2	5
Income Tax	3	9	3	1
Care & Upkeep of Personal Possessions	1	2	0	13

	Liked a lot	Liked a little	Didn't like	Blank
Catalog Ordering	1	1	0	14
Ordering Food	1	0	0	15
Housing/Utilities	2	6	1	7
Car Buying/Maintenance	4	2	1	9
Insurance	5	7	2	2
Using Credit	5	6	0	5
Consumer Fraud	2	4	2	8
World Resources	0	1	0	15
Banking Services	2	3	0	11
Comparison Shopping	4	9	2	1
OCCUPATIONAL KNOWLEDGE				
Sources of Employment	4	6	0	6
Job Selection & Satisfaction/Aids to Obtaining Satisfactory Employment	4	7	0	5
Job Applications & Interviews	7	8	0	1
Employment Agencies	3	12	0	1
Effective Job Behavior	6	9	0	1
Financial & Legal Aspects of Employment	7	7	0	2
HEALTH				
Basic Safety Measures/Emergencies & 1st Aid	9	5	0	2
Drug Control/Drug Abuse	10	6	0	0
Needs of the Adolescent	6	3	0	7
Self	5	2	0	9
Marriage & Family	5	8	0	3
Parenting & Family Planning	5	8	1	2
Pregnancy & Childbirth	9	4	1	2
Child Rearing	7	5	0	4
Nutrition & Food Preparation	4	8	1	3
Preventive Care & Health Maintenance	6	6	0	4
GOVERNMENT & LAW				
Government Structure & Function	2	6	5	3
Citizens' Rights & Duties	1	13	1	1
Criminal & Civil Law	5	7	2	2
Legal Documents	5	8	2	1

Ten students in Victoria responded to the Pre-Voc Survey in January 1979. Their responses are shown in Table 20.

100% of the Victoria students thought that the APL materials would help them get a job. 80% of them thought that the materials would help them on the job. 70% thought that the materials would help them in their everyday lives. Only 20% thought that the materials would help them pass the GED. (However, this measure is not extremely accurate since some students already held GED's or high school diplomas.) 90% of the Victoria students said the APL materials should continue to be offered in the prevocational course, with one student responding as "don't know."

The modules on Effective Job Behavior and Job Applications and Interviews were the most popular, and the modules on Nutrition and Citizens' Rights and Duties were least popular. Results for other modules are difficult to interpret, since not all students needed or used all modules.

In response to the open-ended question, "How could we change the prevocational materials to make them more useful?", five students responded "I wouldn't change it." Another student wanted more job applications materials, and one wanted to "lengthen the class for a few more weeks."

TABLE 20

RESPONSES TO PRE-VOC SURVEY

Victoria

1. Do you think the material on getting a job, managing money, having good health, etc. will help you get a job?

10 YES 0 NO 0 DON'T KNOW ____ BLANK

2. Do you think the material on getting a job, managing money, having good health, etc. will help you in your job?

8 YES 0 NO 1 DON'T KNOW 1 BLANK

3. Do you think the material on getting a job, managing money, having good health, etc. will help you in your everyday life?

7 YES 0 NO 1 DON'T KNOW 2 BLANK

4. Do you think the material on getting a job, managing money, having good health, etc. will help you pass the GED exam?

2 YES 3 NO 4 DON'T KNOW 1 BLANK

5. Do you think the material on getting a job, managing money, having good health, etc. should continue to be included in the prevocational course?

9 YES 0 NO 1 DON'T KNOW ____ BLANK

6. Here is a list of the materials you studied during your "prevocational unit." Next to each title, check whether you "liked it a lot," "liked it some," or "didn't like it." If you did not study a unit, leave that question blank.

	Liked a lot	Liked a little	Didn't like	Blank
COMMUNITY RESOURCES				
Public Assistance	2	1		7
Recreation	2	2		6
Driving		1		9
Transportation/Reservations		1		9
Information and Aid	1			9
Mass Media/Public Opinion		1		9
CONSUMER ECONOMICS				
Advertising Techniques	2	1		7
Counting and Converting				10
Money Management	9	1		0
Income Tax				10
Care & Upkeep of Personal Possessions	4	1		5

	Liked a lot	Liked a little	Didn't like	Blank
Catalog Ordering				10
Ordering Food	1			9
Housing/Utilities	1	5		4
Car Buying/Maintenance	3	4	1	2
Insurance	4	4	1	1
Using Credit	4	1		5
Consumer Fraud	7	2	1	0
World Resources	1			9
Banking Services	8	1		1
Comparison Shopping	7	1		2
OCCUPATIONAL KNOWLEDGE				
Sources of Employment	4	2		4
Job Selection & Satisfaction/Aids to Obtaining Satisfactory Employment	3	2		5
Job Applications & Interviews	9	1		0
Employment Agencies	7	1		2
Effective Job Behavior	9			1
Financial & Legal Aspects of Employment	3	1		6
HEALTH				
Basic Safety Measures/Emergencies & 1st Aid	3	5		2
Drug Control/Drug Abuse				10
Needs of the Adolescent	1			9
Self	4	1		5
Marriage & Family				10
Parenting & Family Planning		1		9
Pregnancy & Childbirth				10
Child Rearing	4	1		5
Nutrition & Food Preparation	3	5	1	1
Preventive Care & Health Maintenance	1			9
GOVERNMENT & LAW				
Government Structure & Function	1			9
Citizens' Rights & Duties	8	2		0
Criminal & Civil Law	4	1		5
Legal Documents	1			9

On the particular day that the Pre-Voc Survey was administered at the Austin ALC, 11 prevocational students were present. (This program is an open-entry, open-exit program; therefore not all enrolled students are in attendance every day. In addition, the performance phase of the CBHSD--the Life Skills--necessitates students doing research on their own.) Responses of those 11 prevocational students to the Pre-Voc Survey are shown in Table 21.

Ten of the 11 Austin ALC students thought that the APL materials would help them get a job; one student did not know. Ten of the 11 students thought that the materials would help them in their job; one did not think this. Ten of the 11 students also thought the materials would help in their everyday lives; one did not know. And 10 students thought that the APL program should be continued; one did not know.

In the CBHSD program, a student can "test out" of a knowledge area by scoring as an APL 3 (functionally competent) on the test in that knowledge area. "Testing out" means that the instructional materials in that area are not required for that student. Because of this program provision, some students study many of the APL modules, others study only a few, and some students do not participate in the instructional phase of the program at all. Hence, not all 11 students responded to the materials evaluation section of the Pre-Voc Survey, since some of them did not use the materials. Results are not conclusive; however, the two modules that were liked best by the Austin ALC group were Car Buying/Maintenance and Job Applications and Interviews. Interestingly, although income tax was the number one priority of this group on the Student Interest Survey, the income tax module was rated "liked a little" by three of the four students responding to this item. Catalog Ordering was the most disliked module of this small group.

TABLE 21

RESPONSES TO PRE-VOC SURVEY

Austin ALC

1. Do you think the material on getting a job, managing money, having good health, etc. will help you get a job?

10 YES ___ NO 1 DON'T KNOW ___ BLANK

2. Do you think the material on getting a job, managing money, having good health, etc. will help you in your job?

10 YES 1 NO ___ DON'T KNOW ___ BLANK

3. Do you think the material on getting a job, managing money, having good health, etc. will help you in your everyday life?

10 YES ___ NO 1 DON'T KNOW ___ BLANK

4. Do you think the material on getting a job, managing your money, having good health, etc. should be continued?

10 YES ___ NO 1 DON'T KNOW ___ BLANK

5. Here is a list of the APL modules. Next to each title, please check whether you "liked it a lot," "liked it a little," or "didn't like it." If you did not study a module, leave it blank.

	Liked a lot	Liked a little	Didn't like	Blank
COMMUNITY RESOURCES				
Public Assistance	2	1	1	
Recreation	3	2		
Driving	3	2		
Transportation/Reservations	1	2	1	
Information and Aid	2	2	1	
Mass Media/Public Opinion	1	1	1	
CONSUMER ECONOMICS				
Advertising Techniques	2	2	1	
Counting and Converting		1	2	
Money Management	2	2		
Income Tax	1	3		
Care & Upkeep of Personal Possessions		3	1	

	Liked a lot	Liked a little	Didn't like	Blank
Catalog Ordering	1		3	
Ordering Food	2	1	2	
Housing/Utilities	1	3		
Car Buying/Maintenance	4			
Insurance	2	2	1	
Using Credit	2	1	1	
Consumer Fraud	2	2	1	
World Resources		1	1	
Banking Services	1	1	1	
Comparison Shopping	1		2	
OCCUPATIONAL KNOWLEDGE				
Sources of Employment	2			
Job Selection & Satisfaction/Aids to Obtaining Satisfactory Employment	1	2		
Job Applications & Interviews	4			
Employment Agencies	2	2		
Effective Job Behavior	1	2	1	
Financial & Legal Aspects of Employment	1	2	1	
HEALTH				
Basic Safety Measures/Emergencies & 1st Aid	3	2		
Drug Control/Drug Abuse	3		1	
Needs of the Adolescent		1	2	
Self	2	1	1	
Marriage & Family		2	1	
Parenting & Family Planning	1		2	
Pregnancy & Childbirth	1	2	1	
Child Rearing		2	1	
Nutrition & Food Preparation	1	1	2	
Preventive Care & Health Maintenance	1	1	2	
GOVERNMENT & LAW				
Government Structure & Function		2	1	
Citizens' Rights & Duties	2	1	2	
Criminal & Civil Law	1	2	1	
Legal Documents		2	2	

Third Party Evaluation

Submitted by Heather Becker, Evaluator, ARBEC, Inc., 3909G No. Interregional, Austin, Texas 78722.

The third party evaluation of Project LINK-FOUR involved two activities:

(a) assessment of the linkages process; and

(b) assistance in the compilation of data on the performance, background, and interests of Texas APL prevocational students.

Project LINK-FOUR has essentially been an implementation project. Consequently, this evaluation focuses heavily on the subjective reactions of program staff to the Linkages Project, as well as a documentation of the implementation effort.

The project evaluator conducted structured interviews with staff at each site to determine their assessment of the linkages process (the interview questions are shown in Appendix E). Results of those interviews are shown below for each site.

Site Staff Evaluation: Texarkana

In December, 1978, the project evaluator interviewed eight of the Texarkana Adult Education staff: the project director, current counselor, former counselor, clerical instructor, two G.E.D. teachers, and two secretaries/aides. All staff members were interviewed individually.

All staff agreed that the APL modules which were used have been beneficial to the students. The Government and Law modules were the only ones which were used consistently in the Texarkana GED classes. These materials were substituted for materials previously used to prepare students for the G.E.D. Social Studies test. The staff believed that students were doing as well, if not better, on this test than did students who used traditional social studies materials. The students also seemed to like these materials better than the materials they had replaced. Two staff mentioned that the Government and Law materials provided adequate background in these areas for students going on to college after completing the GED.

Although the Government and Law modules were the only ones consistently used, modules in the areas of Occupational Knowledge, Health, family planning, and banking were used with students who expressed interest in these areas. Staff comments about these modules also were favorable.

Since students in the clerical program already had GED's, the clerical instructor limited her use of the APL materials to the modules on interviewing and job-hunting. Only those students who wanted information in these areas were exposed to the APL materials.

Some staff argued that the students were only interested in materials directly related to GED preparation, so at least in the beginning, they reported some resistance to these materials from the students. However, the director suggested the way the material was presented to the students determined how it was accepted. As the teachers become more familiar with the materials, he expects the students to respond more positively.

The staff generally seemed pleased with the training they received. Although the aides stated that more training might be helpful, the teachers and project directors seemed to feel at this point the teachers simply need to familiarize themselves with more of the modules. The counselor, who is new to her job, indicated a desire for more training. Although not directly involved in teaching, she does counsel students about the APL program and needs to be familiar with the curriculum.

One of the teachers mentioned that observing other teachers using the materials with their students would be helpful. Since the Texarkana staff subsequently visited the Austin Learning Center, this request has been taken care of.

The staff was uniformly positive about the assistance they have received from the Austin APL staff. All of their requests for materials and assistance were attended to promptly and completely. One of the aides commented that the Austin staff explained the curriculum in terms she could understand and also made her feel comfortable about asking questions.

The staff indicated that the implementation of APL into their program proceeded as smoothly as could be expected, after Ms. Stedman demonstrated the use of the materials in Texarkana. Some staff members' comments suggested that at first the volume of material seemed overwhelming. However, as the staff became familiar with the materials, they seemed more manageable. In particular, the Government and Law materials fit in well with the existing curriculum. The program director pointed out that the key to effective implementation is having teachers willing to make the change to a new curriculum. The implication was that the initial delay in implementing the curriculum was due to staff resistance. However, as staff began to utilize APL materials, they have become more receptive to the change, and the implementation process now appears to be well underway.

There were some logistical problems due to the fact that the physical layout was not conducive to the use of audio cassette tapes. The acquisition of headphones has alleviated this problem.

CETA limits the length of time a student stays in the GED preparation program to eight weeks. Consequently, some staff indicated that it is difficult to use all the materials within the time allowed for the classes. However, other staff suggested that it is the teachers' lack of familiarity with the material which limits its use. For example, one teacher noted that although she knows some of the APL materials could be used for arithmetic practice, she always selects the old math worksheets, which are familiar to her.

There were a few comments about how the materials could be improved. The most frequently mentioned suggestion was that the APL materials be made more individualized, since the staff is accustomed to using individualized materials in their program. Other staff stated some of the materials could be simplified and made less detailed and less repetitious. One teacher indicated that some of the situations described in the materials may seem unrealistic to students at lower economic levels. In general, however, comments about the materials were favorable. For example, one staff member stated that the students are more responsive to this material because of its multimedia approach. The readability of the material also was cited favorably.

As for additions to the curriculum, one teacher mentioned that it would be helpful to have career information, to broaden students' awareness of available career options. Again, this need was filled by the use of the career exploration model and the approval of a CBHSD program. Materials on sentence structure also were suggested.

All staff favored continuing to use the APL materials. As one staff member stated, the APL materials are considered helpful, even if the student does not get a GED. The program director stated that once Texarkana institutes the competency-based high school diploma, the APL materials will become even more important. (The implementation of the CBHSD in Texarkana was slated for mid-January.) He believes that the life skills orientation of the APL materials is the direction that adult basic education should be moving.

Site Staff Evalaution: Abilene

In mid-February, the evaluator interviewed the Director of the Adult Program in Abilene by telephone. Since the LINK-FOUR project has not worked with Abilene since spring of 1978, a decision was made not to interview other Abilene staff.

The program director stated that Abilene has been using APL for about three years, mainly with CETA clients referred from the Manpower Council of Governments. He stated that the LINK-FOUR project improved communication with referral sources and vocational programs. Ms. Stedman was particularly helpful in explaining APL to new CETA staff.

Abilene offers both APL and GED diplomas. APL materials are not used with GED students, unless they see the materials being used with other students and request to use them. The program director indicated that he prefers the APL to the GED program because of its life skills orientation. Unfortunately, many students are in a hurry to get their diplomas and therefore choose the GED program, especially when they need minimal preparation before taking the GED exams.

The thrust of the Linkages Project in Abilene was to make APL available to students in vocational programs. Unfortuantely, when the vocational programs end, those students who haven't completed APL often drop out, because they are no longer being paid. The program director indicated that the dropout rate is a particular problem among low level students, who become discouraged because it takes them so long to complete the program.

Despite these problems, the program director favors continuing to offer APL. Over 300 students have successfully completed the CBHSD program in Abilene, so the director feels he has a firm basis on which to evaluate the viability of it. In fact, Abilene has recently assisted Ranger Junior College in becoming an APL site, so the use of APL is expanding in the Abilene area.

Site Staff Evaluation: SER--Jobs for Progress

In January, 1979, the project evaluator interviewed the SER/CBHSD project coordinator and the teacher to determine their perceptions of the APL linkage. Each interview was conducted individually.

Both staff members indicated that the materials had been very useful to their students. The project coordinator elaborated on this point by citing specific instances in which students have been able to apply information acquired from APL to their daily lives. He mentioned one student who has begun circulating petitions and contacting state representatives in order to keep a local school from closing.

The staff cited Consumer Economics, Community Resources, Health, and Occupational Knowledge as the strongest materials. The Government and Law modules were considered weak, mainly because of the age group of SER's students. The SER/CBHSD program serves students aged 17-21. These students are not yet dealing with adult situations; therefore materials on citizens rights', for example, seem irrelevant to them. In addition, these students lack an adult's background of experience to draw on while working through the materials. As a result, the staff has modified the curriculum to fit their program. Nevertheless, both staff seem to feel the life skills approach is definitely beneficial to their students. In fact, the teacher stated that the students would feel the real impact of the program in a couple of years, when they begin coping with adult responsibilities.

Both staff members indicated that the implementation of the materials into their program went smoothly. It should be noted, however, that the staff has been using these APL materials since their program began. Consequently they were not dealing with resistance to changing the curriculum.

The project coordinator indicated that he had received adequate training from the APL staff. He stated that the "graded" presentation of material kept him from being overwhelmed by the broad scope of the curriculum. However, he felt that it would be helpful to have 1-2 weeks training programs for teachers, which would orient them to the APL philosophy, as well as demonstrating use of the materials.

New teachers need to be introduced to the depth of the program at the beginning, so they will be aware of all that they will be required to do. Furthermore, the project coordinator suggested that training videotapes might be developed to assist the implementation. The teacher received his training on an informal basis from the SER coordinator. He did not indicate any need for additional training.

Both staff members stated that the assistance they received from the LINK-FOUR staff was more than satisfactory. The project coordinator stressed the importance of having an APL staff member on call whenever the materials are implemented at a new site.

In terms of pre-voc needs these materials are not meeting, the project director mentioned that a pre-screening for reading ability should definitely precede the APL Survey. Since the materials developed by the APL Project require 7th and 8th grade reading ability, additional reading skills materials are needed for those students whose reading levels are lower. He also stated that students in this age group need exposure to materials on self-knowledge and decision-making, as well as access to a guidance counselor, who can facilitate their development in these areas.

Both staff favored continuing to use the APL materials, with the modifications they have instituted. Some of these modifications were due to the fact that the materials are being used with adolescents instead of adults. Other modifications were necessitated by the class structure at the SER program. Instead of students coming in individually throughout the day, the SER students attend classes together as a group. Consequently, the staff has modified the system such that all students work on the same modules at the same time.

During the first trial of the program, the sequence of APL materials proceeded from easiest to most difficult modules: Community Resources, Health, Occupational Knowledge, Government and Law, and Consumer Economics. The staff plan to reverse this order with the next cycle of students.

There were two other suggestions for change. The project coordinator stated that students should be asked to demonstrate life skills competencies immediately within the CBHSD. The teacher mentioned that the consumer affairs materials should include a discussion of how to deal with bankers, salesmen, etc., as well as the more factual information on writing checks, etc. He also suggested that more material is needed in the area of culture and the environment to accompany life skills in these areas.

Site Staff Evaluation: Austin Adult Learning Center

The project evaluator met with the three teachers and counselor from the staff of the Adult Learning Center. Each staff member was interviewed individually.

All staff members agreed that the APL materials provide students with information they can use in their everyday lives, particularly the birth control information. A couple of teachers mentioned that students seem to like the APL; it isn't something they learn for a test and then forget. Another stated that the modules are concise, with performance objectives clearly defined, and that the exercises give students ample practice in each performance area. One teacher indicated that APL increases students' communications skills by forcing them to interact with people in the community. However, one teacher argued that the materials were not good preparation for students intending to continue postsecondary education.

In terms of which specific modules are strongest, most staff felt they were all about equal, now that certain modules, such as Occupational Knowledge, have been revised. One staff member did mention that Community Resources is strongest, while Government and Law was most difficult for the students. Another cited Consumer Economics and Government and Law as strongest.

All staff indicated that the major problem with the APL curriculum is that its reading level is too high for many students. Students who are functioning at the lower reading levels have difficulty reading the material, and also encounter problems with the written assignments. Consequently, the teachers have found it necessary to supplement the APL curriculum with remedial reading and math materials. As one teacher stated, APL is designed for the independent reader, and many lower level students are not able to function at this level when they enter the program.

A closely-related problem is a motivational one. A couple of teachers mentioned that students often lose interest in the program, especially when they get to the life skills section. There was some feeling that most of the dropouts occur at this point. According to the teachers, this may be due in part to the fact that students feel it takes a long time to get through the APL program, longer than it would take to prepare for the GED exam, especially for students functioning at the lower levels. One teacher stated that the counseling students receive on entry into the program could help alleviate some of the problem by making very clear exactly what the program requires. Another staff member noted that when they reach the life skills, students must do some research to complete the modules. In other words, the students have to pull together materials from sources other than the APL modules. Many times, supplemental resources are not available in the Learning Center, which results in the staff spending time helping students locate the needed information outside the Center. Some staff believe time would be better spent and students would be more receptive to these modules if the supplemental materials were available "in-house." In addition, one staff member noted that the directions for the life skills sections need to be more explicit about where students can find resources to complete their assignments.

(Note: Since the time of these interviews, these particular problems with the Life Skills have been alleviated. The Austin SER staff is responsible for an excellent job of reworking four of the five areas. The LINK-FOUR project staff is responsible for reworking Occupational Knowledge.)

Another issue raised by some staff is the relationship between APL and basic skill levels, particularly in reading. It seems to some teachers that students could successfully complete the APL program without raising their reading abilities beyond the 7th-8th grade level. If so, then harder modules such as Government and Law should be revised to reflect lower reading levels. If 12th grade reading levels are going to be required for successful completion of the program, then that should be made explicit and greater emphasis should be put on developing reading skills.

The staff generally believed the implementation of APL into the center went smoothly. One teacher stated that one of the advantages of the APL is that materials are self-explanatory. However, one staff member did favor more training, especially sharing among staff at various sites where APL is implemented. In this regard, it should be noted that shortly after this interview the Texarkana ABE staff visited the Austin Learning Center, thereby facilitating this kind of sharing.

In addition to the need for supplemental reading/math materials, staff mentioned some other materials which were needed. More career information is needed so that students can become aware of what fields they might enter and where, specifically, they could receive the appropriate training. There is a feeling that the program needs to be more directive about where the student can go after completing APL. This concern was relieved to some extent after the implementation of the Career Exploration Center. Another staff member mentioned that students are frequently interested in developing specific skills such as typing, and therefore, it might be beneficial to incorporate such a skill training into this program.

One suggestion was that a directory of "people resources" be added to the teacher's manual, so teachers would know who could speak with their students on various topics. And, there was a suggestion that a section be added on financial counseling.

All staff indicated a preference for continuing to use the APL materials. One teacher mentioned that students sometimes leave the program, but later return, realizing that they need the information provided by APL to cope with their everyday lives. Another commented that APL is the best thing that has happened to the center.

Site Staff Evaluation: Victoria

In mid-February, the project evaluator interviewed the Director of the Adult Learning Center and the pre-voc teacher. Each person was interviewed separately, by telephone.

The Victoria pre-voc program uses APL materials in combination with other materials. When asked if they would favor using only APL materials, both staff members were somewhat hesitant about using APL exclusively. Although both felt the materials definitely benefitted their students, the teacher stated that the students need the exposure to the other curriculum used in Victoria, which facilitates their making personal contacts. The director indicated that she knows of other GED prep programs which effectively use APL materials exclusively, but she is not certain about using APL alone to prepare students for the GED.

Both staff members felt that they received sufficient training from the APL staff. It should be noted, however, that the director was already familiar with the APL materials. The teacher indicated that she had received adequate training, but that she had really become familiar with the materials only after she began using them with her students.

According to both staff, implementation of APL into the Victoria prevoc program progressed smoothly. The director stated that the main reason the implementation went so well was that Ms. Stedman spent a couple of days with them when they first began using the materials. She was thus able to actually demonstrate the use of materials with the Victoria students. Both staff members were very positive about the assistance they received from the APL staff.

Because their program is limited to one month, the teacher does not have time to cover all the modules. The entire group works through the modules at the same time. She always uses the Self and Occupational Knowledge modules and tries to cover various parts of Consumer Economics and Government and Law. If students have time and are interested, they are exposed to other modules on an individual basis. When asked, the teacher indicated that low level students do not seem to have much difficulty using APL, because read-along tapes are provided. However, it should be noted that there are not many low level students in the Victoria program.

Both staff members believe APL training will benefit those students who go on into vocational training programs. Although both appear to have some reservations about the adequacy of APL for GED preparation, the teacher did mention that APL did help one group prepare for the GED by providing practice in reading.

The teacher and the director both favor continuing to use APL in their program. The director mentioned that the local high school is considering the use of APL and that another group is trying to integrate APL into a curriculum for the handicapped. Therefore, the use of APL appears to be growing in the Victoria area.

Site Staff Evaluation: College of the Mainland

The evaluator met with the Co-op Director, the pre-voc/GED teacher, and the vocational teacher in mid-February. Each staff member was interviewed individually.

Since APL materials have been implemented into two components of the program at College of the Mainland, the staff was able to comment on both APL integration into pre-voc training and into GED preparation. Both the teacher and the Co-op Director stated that students in GED classes often oppose learning APL, because they don't consider it relevant to GED preparation. This comment was echoed by another GED teacher who occasionally uses some APL materials in her classes. Teachers, students, and employers identify GED as job-related, in the sense that it is a prerequisite for many jobs. Not so, APL. The exception to this is the Government and Law modules, which are used to prepare students for the Social Studies GED test.

Some student resistance also has been encountered in the pre-voc component of the office occupations course. The pre-voc component was not advertised in the course description. Therefore, many students were surprised and some dismayed when they discovered their vocational program would include a pre-voc component. To overcome their reluctance, their teacher has begun by working through the Occupational Knowledge modules. She also administered the Student Interest Survey to her students and found them to be receptive to various other modules.

In the future, the staff hopes to combat some of the students' resistance to APL by advertising it as part of the vocational courses. Therefore, students will be enrolling with the expectation that an APL pre-voc component is part of the course.

Everyone seems to agree that exposure to the APL functional skills is beneficial to the students. The Co-op Director stated that many graduates of vocational programs have technical skills, but they lack related coping skills. Consequently, these students often have difficulties getting and keeping jobs. The director believes that exposure to APL should help fill this gap between their coping and their technical skills. The vocational (Office Occupations) teacher made a similar comment. She stated that APL (particularly the Occupational Knowledge section) helps prepare students for the "real world." Although the expansion of the pre-voc component to 60 hours does cut into her class time, she feels the modification is worth it, because her students really need the pre-vocational training. She also mentioned that the diagnostic testing the pre-voc teacher does has been very helpful, because it gives her an indication of students' abilities.

The pre-voc teacher mentioned several other ways in which APL has been helpful. In her GED classes, she uses the Government and Law modules alone to prepare students for the Social Studies test. Since she began using the APL materials, all her students who have taken the Social Studies test have passed. She also uses APL tests for diagnostic purposes. Many GED prep students are very anxious about taking standardized tests. The APL with its functional skills orientation is apparently not as threatening as more traditional tests, so the students frequently do better on APL than on other tests. The teacher then uses these scores to encourage students about their performance on the GED.

She also mentioned that some students who pass their GED return for specific APL training. She believes that APL's wide range of teaching methods (workbooks, tapes, etc.) is a definite asset. She also commented that the materials are well organized and concrete. As a former voc-rehab counselor, she has been particularly impressed with the Occupational Knowledge modules.

In the pre-voc program, the teacher uses a combination of the APL materials and other materials which are more oriented toward basic skills (e.g., spelling). She feels both curricula are important, and she will continue to teach both in the pre-voc program. This is the first time she has taught the pre-voc component for longer than one week. Therefore, she is not in a position to comment on APL's impact in this format. She went on to say that a lot of resistance has been encountered with low level students who seem to need the pre-voc component the most. She hypothesizes that pre-voc may be threatening to them precisely because it makes salient their skills deficits, and this may be the reason for their negative response.

Since problems were mentioned at other sites, the Co-op Director was specifically asked about the use of APL material with low functioning students. He responded that only some of the APL materials are used with low-level students, because some APL materials are too high level for them.

In terms of implementation problems, the pre-voc teacher mentioned that having the materials in workbooks, rather than the larger notebooks, has helped tremendously. The size of the notebooks had intimidated the students in a way the workbooks do not, so student resistance to APL has diminished with the introduction of the workbooks. Her basic problem seems to be that she is dealing with students who have a wide range of abilities in her pre-voc class. This makes teaching any curriculum difficult.

The pre-voc teacher stated that now that she has a feel for the materials, she doesn't need more training. Instead, she needs time to read through all the modules and to plan a curriculum. The Co-op Director indicated that he would like to see his teachers receive more training, but there isn't enough paid in-service time to allow such training. However, Ms. Stedman will be returning later in February for additional training.

The pre-voc teacher came to Austin for her APL training and then attempted to implement APL at Texas City. It is interesting to note that this is the only site Ms. Stedman did not visit during the initial implementation, and there was some initial confusion about how the materials were to be used. Consequently, Ms. Stedman traveled to College of the Mainland to work with the teacher on site shortly after she began using APL.

Both the pre-voc teacher and the Co-op Director indicated that they had received satisfactory assistance from the APL staff. The director volunteered that he has enjoyed working with Ms. Stedman very much.

The Co-op Director suggested that it would be helpful to include content in affective areas as part of the pre-voc curriculum. He particularly cited materials on developing decision-making skills and a responsible attitude toward work. His only reservation about the materials is that they may be slightly too information-laden. The teacher had no suggestions for additional materials. Since the pre-voc students expressed interest in job-related information and APL covers this content, she believes students' pre-voc needs are being met.

Everyone interviewed favors the continued use of APL at College of the Mainland. The teacher definitely plans to use APL in any pre-voc classes, but she indicated that implementing APL into GED prep is more difficult (except in Social Studies). She feels that APL may not have sufficient basic skills content to be used alone for GED preparation. Another GED teacher with whom the evaluator spoke briefly made a similar comment. This teacher stated that the problem with using APL for developing reading comprehension is that the APL materials were not developed for this purpose.

The Co-op Director also plans to continue using APL at College of the Mainland and hopes to expand the linkages with other vocational programs. However, these efforts may be limited by problems with funding for non-vocational activities.

He further commented that he would prefer to see APL so closely integrated into ABE programs that it would lose its separate identity and simply become the functional skills component of many programs. He argues that in their enthusiasm to get APL adopted, the developers of APL have sometimes seemed to suggest that APL diploma programs should totally replace the GED. Therefore, many GED teachers are reacting negatively to the APL program; although they do favor teaching functional skills. Therefore, he believes a de-emphasis on APL as a separate, unique curriculum will facilitate its acceptance into many programs. As for students' reluctance to use APL, he argues that it is the responsibility of ABE staff to take the initiative in informing students and employers alike about what an APL diploma means. As teachers themselves become clearer about the value of this approach, he expects students and employers to react more favorably.

CONCLUSIONS AND RECOMMENDATIONS

The literature on successful implementation of linkages in education is frighteningly thin. This section of the report will attempt to add to that literature, in terms of what we learned from Project LINK-FOUR. The section will include what we did well, as well as what we could have done better.

The success of any linkage of organizations which has a specific educational concept behind the linkage is dependent on a number of variables. Two of the most important of those variables are: (1) the familiarity of the persons to be involved with the concept to be implemented; and (2) the commitment of the persons to be involved to the concept behind the linkage. The concept in this case, of course, is the APL competencies being as necessary to success in life as vocational (marketable) skills.

As stated in the first section of the report, several criteria were used for site selection. One of those criteria was the presence of the APL curriculum at the site. Although this criterion was appropriate, it did not go far enough. The mere presence of any curriculum did not mean that the curriculum was accepted and was in use. The project staff spent a considerable amount of time in training site staffs in the use of APL. Although there certainly was nothing wrong with this effort, it was extremely time-consuming. Because of the time spent in training, it was not possible to accomplish all of the objectives of the project, especially the follow-up component.

A second criterion which was used in site selection was a demonstrated interest in the APL concept. Again, although this was a necessary criterion, It was a simplistic one and did not go nearly far enough. *Commitment* to a concept is necessary for any successful implementation, and especially implementation of a linkage. However, commitment to the APL concept was not measured until after site selection. This is not to say that commitment cannot be induced or increased in site staff. The results of this project show that commitment probably was increased in site staff. However, if this is not within the scope of the linkage project (as it did not seem to be within this project's scope), commitment to a concept should be measured before a site is selected or a linkage undertaken. Otherwise the linkage will operate at a less than peak efficiency and will not serve all clients as adequately as they could be served. In this day of cost-effective consciousness, this measurement should be paramount.

It is recommended, then, that implementation of a linkage project take place only when the educational concept around which the linkage is formed is already in place and operating.

In addition, it is recommended that site selection criteria be very specific to both the concept(s) and the linkage.

Any linkage involves local politics. The LINK-FOUR project staff found difficulty implementing linkages simply because of geography. If a project staff member had been at a site at all times, that staff member might have been able to address all local concerns. Since this was not so, implementation proceeded more slowly than was necessary.

This can be illustrated by the relative success of the linkages at the various sites. Since the LINK-FOUR project office was in Austin, the project staff was available more often to the Austin ALC and SER sites than to the Texarkana, Victoria, or College of the Mainland sites. Consequently, the linkages in Austin were more numerous and operated more efficiently. These linkages are still going strong at this writing. Although the linkage in Texarkana is still strong, the length of time it took to implement the total

APL concept was much longer than it needed to be. Many of the concerns that occurred at College of the Mainland could have been handled more efficiently and effectively had a project staff member been on-site at all times, rather than trying to handle these concerns by long-distance telephone calls. Although time spent with the Victoria site was short compared to that spent with the other sites, problems that are now occurring at that site might have come and gone while the LINK-FOUR project was still in effect, had a staff member been on site continuously.

Essentially what happens when a linkage is undertaken and that linkage involves a new concept is that local staff have an increased work load. Had a staff member been funded at each site to help alleviate that work load, local program staff might have been more receptive (this is not to say that local site staff were not cooperative) and implementation might have proceeded more efficiently and more effectively in a shorter period of time.

It is recommended then that implementation of linkage projects be funded through local education agencies in one geographic area rather than through one agency which can then only coordinate in other geographic areas.

Implementation of an innovation in education is no easy matter. Whenever an innovation requires a shift in thinking as well as in operating, implementation can be extremely difficult for administrators as well as for instructional staff. Oftentimes, implementation of an innovation is postponed or even neglected because of the problems involved.

This project demonstrated that technical assistance is extremely important to any program that is attempting to implement an innovation. As documented in the Third Party Evaluation section of the Results chapter of this report, the technical assistance provided by Project LINK-FOUR to each site was received gratefully and even depended upon by the administrators and instructional staff. *It is recommended, then, that technical assistance for the purpose of implementing APL-type programs continue to be funded for prevocational adult education.*

Linkages should be an important component of the educational community. For adult education, a linkage between the vocational education community and the adult basic education community can prevent duplication of services as well as provide thorough services in functional competency education and in marketable skills. Through the linkage, services can be provided more efficiently (since each group has a thorough knowledge of their own particular specialty) as well as more effectively. (Functional competency education can be treated more thoroughly, rather than in a simplistic manner. Vocational skills will not be cut back in time to provide "prevocational" skills.) *This totally complimentary system will then produce adults who possess marketable skills as well as the functional competencies necessary for their survival in everyday society.*

APPENDIX A

WHY?

WHY do adults need to be able to read?

Of course, adults read for pleasure. But what are some of the other reasons adults need to be able to read?

--so they can read the newspaper?
--so they can read labels on cans of food?
--so they can read street signs?

List at least ten *other* reasons why adults need to be able to read.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

WHY do adults need to be able to do math? Do adults add whole numbers or divide decimals just for the sheer pleasure of it? Some may, but most adults need to know how to do these things *for specific reasons*.

List at least two reasons why adults need to know how to use (add, subtract, multiply, divide) fractions in their everyday lives:

1.

2.

List at least two reasons why adults need to be able to use measurements (area, diameter, perimeter, inches, feet, etc.) in their everyday lives:

1.

2.

List at least two reasons why adults need to be able to use percentages in their everyday lives:

1.

2.

List at least three reasons why adults need to be able to use charts and graphs in their everyday lives:

1.

2.

3.

List at least three reasons why adults need to be able to use decimals (add, subtract, multiply, divide) in their everyday lives:

1.

2.

3.

Describe, in the space below in a few sentences, WHY adult students need to get a G.E.D.

THE APL MATRIX EXERCISE

1. Enclosed are two overhead transparencies and two masters of those transparencies (#1 is "APL Model of Functional Competency: Examples of Tasks"; #2 is "APL Model of Functional Competency: Blank").

2. Use transparency #1 to share with the group as a whole some more examples of skills being applied to knowledge areas. EMPHASIZE TO THE GROUP THAT THESE ARE ONLY EXAMPLES: THAT THERE ARE AS MANY TASKS AS THERE ARE THINGS THAT ADULTS IN OUR SOCIETY DO IN ORDER TO SURVIVE AND COPE.

3. Use the master of the completed matrix to make copies for each participant so that each may have his/her own copy for future reference.

4. After talking about the examples with the group as a whole, have participants divide up into small groups of 3-5 people each. Then pass out copies of the blank matrix (made from Master #2). Explain to the groups that you are putting them to work, and that their task is to fill in as many of the cells as they can. They may work in the small group, or individually, as they wish. THE ONLY RULE OF THIS ACTIVITY IS THAT THE PARTICIPANTS CANNOT USE ANY OF THE EXAMPLES ON THEIR MATRICES THAT WERE USED IN TRANSPARENCY #1.

5. Allow the small groups about 10 minutes to work on the matrices; realize that many of the groups will not complete the entire matrix.

6. Engage the group as a whole in a cross-sharing of ideas of the tasks. You might want to provide the skill and knowledge areas and ask for a volunteer from the group to share his/her idea of a task for that cell. Use Transparency #2 (the blank matrix) on an overhead projector and fill in the group's ideas with a grease pencil. You may want to ask for two or three different ideas for the same skill/knowledge area, so that the group again can see that there are many examples for each.

7. You may experience a participant who classifies a task differently from the way you would. This will be an ideal opportunity to stress to the group that both the skill areas and the knowledge areas overlap; that classification into one of these may be arbitrary (e.g., I would classify reading a health insurance policy in consumer economics; someone else might classify it into health).

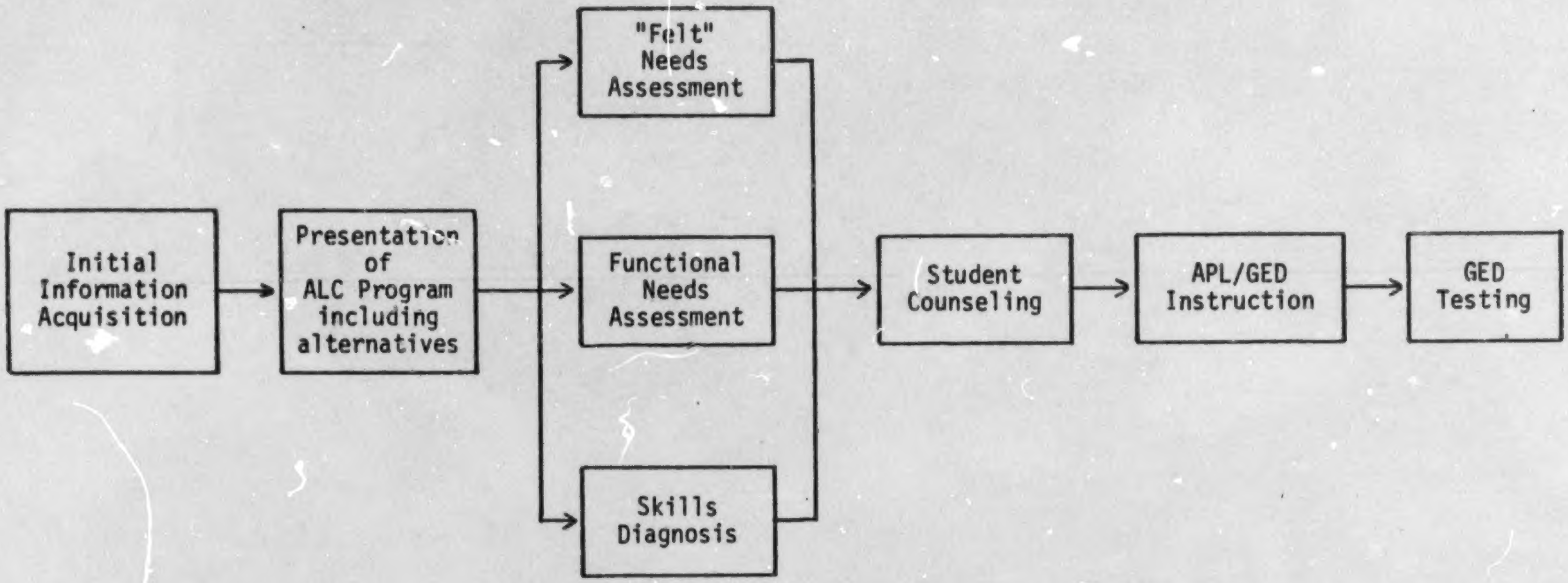
APL MODEL OF FUNCTIONAL COMPETENCY: EXAMPLES OF TASKS

	Consumer Economics	Occupational Knowledge	Health	Community Resources	Government and Law
Reading	read an ad for a sale	read a job description	read first aid directions	read a movie schedule	read about your rights after arrest
Writing	fill in income tax form	complete a job application	write a menu	complete an application for community service	write your congressman
Speaking, Listening, Viewing	ask question to IRS	listen to an employer talk about a job	listen to a doctor's directions	use the telephone	describe an accident
Problem-Solving	decide which house to rent	decide which job suits you	decide when to call a doctor	use stamp machines in the post office	decide which candidate to vote for
Inter-personal Relations	relate to a sales clerk	be successful in a job interview	interact with hospital personnel	ask directions	interact with police successfully
Computation	compute sales tax	calculate paycheck deductions	decide how many times a day to take a pill	calculate the time it takes to travel a distance	calculate the cost of a speeding ticket

APL MODEL OF FUNCTIONAL COMPETENCY: BLANK

	Consumer Economics	Occupational Knowledge	Health	Community Resources	Government and Law
Reading					
Writing					
Speaking, Listening, Viewing					
Problem-Solving					
Inter-personal Relations					
Computation					

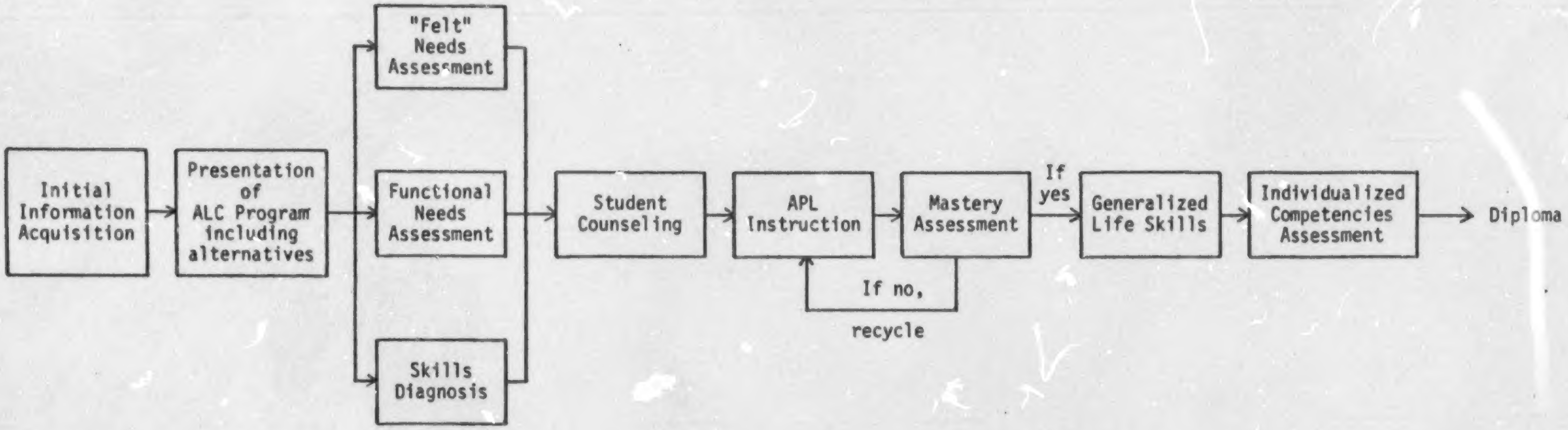
APL/GED PROGRAMS


Initial Information Acquisition
Presentation of ALC Program including alternatives
"Felt" Needs Assessment
Functional Needs Assessment
Skills Diagnosis
Student Counseling
APL/GED Instruction
GED Testing

MATERIALS USED IN EACH PROGRAM COMPONENT:

- * Information sheet
- * Brochure
- * Student Interest Survey
- * APL (ACT) Instruments
- * Reading & Math TABE
- * Vocational Interest Surveys
- * Career Exploration Materials
- * APL modules
- * Supplemental Materials

APL/CBHSD PROGRAMS


Initial Information Acquisition
Presentation of ALC Program including alternatives
"Felt" Needs Assessment
Functional Needs Assessment
Skills Diagnosis
Student Counseling
APL Instruction
Mastery Assessment
If no, recycle
If yes
Generalized Life Skills
Individualized Competencies Assessment
Diploma

MATERIALS USED IN EACH PROGRAM COMPONENT:

* Information Sheet	* Brochure	* Student Interest Survey * APL (ACT) Instruments * Reading & Math TABE	* Counselor Checklist * Vocational Interest Surveys * Career Exploration Materials * Aptitude Testing	* APL modules	* APL (ACT) Content Area Measures	* Life Skills	* Employer Testimony or * Competency (job) Checklists or * Individualized Career Plans

AN APL INSTRUCTIONAL SYSTEM

There are four main elements of any instructional system which is truly individualized. And, since adult education prides itself in having individualized instruction available for its students, these elements should be widespread. The four elements are:

1. Diagnosis of the learner
2. Prescription for the learner
3. Management of the Learning Center or classroom
4. Evaluation of the learning

We will address each one of these points as they can be integrated with teaching APL, so that a true APL Instructional System can exist in any Adult Basic Education Program.

DIAGNOSIS:

The word "diagnosis" has been borrowed from the medical profession and adopted by the education profession. Its meaning changes, then, from a physical sense to an educational sense. "To diagnose" means to identify where the learner is weak or deficient in terms of his/her educational progress. Physicians use a number of techniques to diagnose illness in patients; teachers can use a variety of diagnostic techniques to diagnose weaknesses and deficiencies in their students. If a teacher is attempting to diagnose a learner for an APL program, the diagnosis will have to be done in terms of the two dimensions of the APL concept--the SKILLS and the KNOWLEDGES.

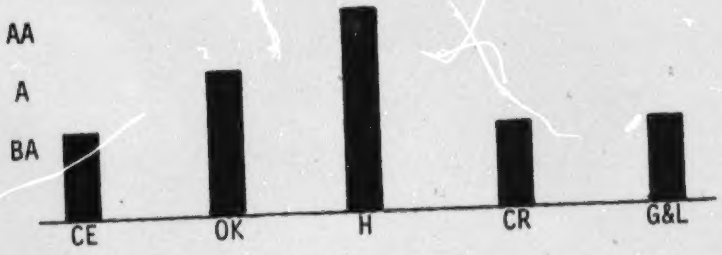
There are a number of instruments available for the teacher to use in diagnosing SKILL weaknesses and deficiencies. One of these instruments is the Test of Adult Basic Education (TABE) which is available for the skills of Reading, Math, and Language. (Language, in this case, refers to grammar, spelling, and writing or composition skills. Thus, "Language" is very similar to the skill we call "Writing" when talking about APL.) The TABE helps a teacher identify the particular skills within the areas of reading, math, or language in which the student is weak or deficient. For instance, one student may have difficulty with the reading skill of "finding the main idea." The TABE helps the teacher diagnose this weakness. Another student may have difficulty with the skill of multiplying fractions. The

TABE would also help remedy this deficiency. The TABE is published by CTB/McGraw Hill, and is available on three different levels of difficulty--E (Easy), M (Medium), and D (Difficult). More information and administration guidelines for the TABE are available from the publisher.

There are other standardized tests available to help the teacher diagnose skills. These include the CAT (California Achievement Test), also available from CTB/McGraw Hill, and the ABLE (Adult Basic Learning Examination), available from Harcourt, Brace and Jovanovich. More diagnostic skills tests will be on the market as adult education grows.

A standardized test is also available to help the teacher diagnose the learner's weaknesses and deficiencies in terms of KNOWLEDGE AREAS. The test is the APL Adult Survey, and is available from American College Testing (ACT). This instrument helps the teacher know in which General Knowledge Areas the student is weak. A student can score as Average, Above Average, or Below Average in each knowledge area. If a student scores as Below Average in a knowledge area, the teacher knows that there is a *strong* need for instruction in that particular knowledge area. If a student scores as Average, the teacher knows that there is some need for instruction in that knowledge area. If a student scores as Above Average in a knowledge area, the teacher knows that there probably is no need for instruction in that knowledge area.

Below is a sample profile for student Elo Zatapec from the APL Adult Survey:



This profile shows that Elo has a *strong* need for instruction in the Consumer Economics, Community Resources, and Government and Law knowledge areas. It also shows that there is *some* need for Elo to have instruction in the Occupational Knowledge area, and probably *no* need for Elo to receive instruction in the area of *Health*. Elo and the teacher can then decide in which of those knowledge areas they want to start working. Let's say they pick the area of Consumer Economics to start working in first. Elo can then be diagnosed *objective by objective* by the APL Consumer Economics Content Area Measure (CAM), also available from ACT. There is a CAM for each one of the five General Knowledge Areas. By using this test, the teacher can find out *which* of the Consumer Economics objectives Elo needs to work on--it might not be all of them. Since APL is a competency-based approach to education, we would not want Elo to receive instruction in objectives which he has already mastered!

But how do Elo and the teacher decide on which objectives they want to start working first? Well, they might use a form something like the one on the next page. On this form, the APL objectives are summarized in one or two word phrases. Elo then reads each one, and checks whether he definitely "needs it," "might need it" or "doesn't need it" in regard to his everyday life. Let's suppose that Elo and his teacher decided to work in Consumer Economics first, and the Content Area Measure for Consumer Economics indicates that Elo needs all of the objectives. By using the form below, Elo might then realize that Comparison Shopping and Money Management are the topics that he wants and needs to know about right away. Then, instruction would begin with these two objectives. Since only a portion of the objectives are summarized on this page, an entire Interest Survey for use with students was made available to you.

STUDENT INTEREST SURVEY

Name____

DO YOU NEED TO KNOW ABOUT THE THINGS LISTED BELOW? CHECK "NEED" OR "MIGHT NEED" OR "DON'T NEED" FOR EACH ONE.

	need	might need	don't need
1. Using money	____	____	____
2. Measuring (feet, inches, etc.)	____	____	____
3. Income Tax	____	____	____
4. Shopping (getting the best buys)	____	____	____
5. Planning how to spend my money	____	____	____

The process of "formal" diagnosis (skills test, the APL Survey, and Content Area Measures) and "informal" diagnosis can then be repeated as many times as are necessary for the individual student.

PRESCRIPTION:

The word "prescription" has also been borrowed from the medical profession and has been adopted by educators. Just as a doctor would "prescribe" for a patient's ills, so an educator prescribes the necessary activities and materials to remedy a student's weaknesses and deficiencies. Needless to say, diagnosis and prescription go hand-in-hand. There is no sense in diagnosing, if there is no procedure for prescription. It would be senseless, and even fatal, for a doctor to prescribe medication before diagnosing the sickness. And it would be foolish to prescribe learning activities and materials without first knowing where students' weaknesses and deficiencies lie.

Prescription is not a complicated matter. It does require a knowledge of the materials in a learning center or classroom. And, it does require innovation on the part of a teacher, in case there are no materials to help remedy a particular student's weakness or deficiency. In the case of an APL program, prescription will be needed in both dimensions of functional competency--SKILLS and KNOWLEDGES. So, if a student is weak in the skill of "finding the main idea" and is weak in knowing about consumer fraud, the teacher's job then would be prescribing appropriate activities and materials that would remedy *both* of those situations. While the student is reading about consumer fraud and how to spot it, he/she is ALSO learning how to "find the main idea." Answering comprehension questions about a reading passage or choosing the most suitable title for a reading passage are only two of several ways to teach the skill of Main Idea. The content of that reading passage, again, is about consumer fraud. The comprehension questions would then also ask about consumer fraud, and the title would be in relation to knowing about fraud.

SIMPLE?

BUT BEAUTIFUL!

When a doctor prescribes for a patient, the prescription is usually written down. So is an educational prescription. Keeping a written prescription is a good idea for several reasons: 1) our memories are not always trustworthy, and the more students we deal with in a day (or evening), the less reliable they are; 2) in case you are absent from the learning center or classroom, the substitute will be able to know what is going on with each student at any given time. A written prescription also gives you and the student a first-hand view of where you are going. As objectives are reached, you will be able to see how much further there is to go, and HOW FAR YOU HAVE COME!

Since recordkeeping is not exactly one of the teacher's favorite tasks, however, a sample prescription form was made available to you at the workshop. You are free to use this prescription form as it is and duplicate it as many times as you wish. (It is based on the TABE for specific skills.) Or you might want to modify it to suit your own center's specific needs. Whatever you do with it, be sure that a prescription is a permanent part of all students' files.

MANAGEMENT OF THE LEARNING CENTER OR CLASSROOM:

Although "management" is a term used primarily by business and industry, it is one that can be aptly applied to the adult basic education classroom or learning center. If a project is being adequately managed, things are going well, progressing on schedule and results are apparent. Management in the educational sense usually refers to learning activities and student groupings.

"Individualized instruction" does not necessarily mean an individual student always works alone or on a one-to-one basis with a teacher. Rather, *true Individualized Instruction can take place one-to-one, in a small group, or even in a large group.* This is possible in a learning center as well as in a traditional classroom setting.

Grouping can be done by "ability" or "interest." In other words, students on similar achievement levels can be grouped; so can students who have similar interests. These groups do not have to be permanent structures, and, in fact, this may not be possible in the ABE learning center, because of the open-entry, open-exit system. Instead, groups will be very *temporary*, perhaps only in existence for one day. On some days there will be many opportunities for grouping; on other days there will be none. IF YOU HAVE TWO OR MORE STUDENTS WHO ARE WORKING ON THE SAME APL OBJECTIVE OR WHO ARE WORKING ON THE SAME SKILL, YOU HAVE THE POTENTIAL

FOR A GROUP. Of course, this does not mean that you *have* to group. You may choose not to. However, keep in mind that one of the SKILLS that is vital to an adult's functioning well in society is the skill of interpersonal relations. And, it's difficult to relate interpersonally with a workbook!! Informal grouping--of two and three students for short discussions on the same topic--can provide the adult student with insights into successful interpersonal relations. And, the same informal groups may provide practice in another vitally important SKILL--problem-solving. Groups are often more successful at solving a problem than are individuals. Since most problem-solving activities in terms of APL will be simulations, group problem-solving can go on, without individuals feeling uncomfortable. If you are fortunate enough to be able to schedule the same problem-solving group several times, the bond that will grow between students may facilitate higher level solutions to actual problems.

What are some of the activities that you can use to teach APL and skills? *They are no different than the activities you have been using in* ABE. A list of some of them was made available to you at the workshop. They are the tried and true activities that teachers know how to use. Sure, there are sophisticated new materials on the market--simulation games, videotapes, etc. And all of these are wonderful if you have the facilities to use them. But they are not *necessary* to have--in fact, a daily newspaper and a couple of magazines could provide you with enough materials to *start* teaching APL.

The point of all of this has been that managing an APL classroom is not much different from managing any classroom--except, of course, you have to be a little *more* conscientious, a little *more* innovative, a little *more* committed. But aren't those things what we, as teachers, are supposed to strive for...professional growth and dedication? And, the payoff of that growth will be students who are more competent, who are more aware of themselves, their families, and their lives, as well as the satisfaction of knowing that you were one of the first implementers of a movement which will be a nationwide movement in a few short years.

EVALUATION:

Evaluation in a competency-based program may be a relatively simple matter. Since we are dealing with competencies (which are referenced to objectives), the evaluation question is then, has the student obtained that particular competency (objective)? Standardized instruments can be used. The APL Survey or the CAM's could be used as posttests or mastery tests. Indeed, ACT plans to develop more forms of each of the present surveys for this very purpose. However, evaluation of obtained competencies does not *have* to be in terms of tests. You may wish to save the testing procedures for diagnosis, and base your evaluation on *demonstration of the competencies*. If the competency is knowing how to budget money, then evaluation becomes using a set of criteria to construct a budget. If the competency is knowing how to act in an interview situation, then a simulated interview can serve as the evaluation.

The purpose of evaluation is to provide data for decision making. In other words, you will be finding out the answer to the evaluation question, and using that answer to decide what the student needs to do next.

THE EVALUATION QUESTION: Has the particular competency been obtained?

THE ANSWER:
- Yes: then proceed to the next competency (objective).
- No: recycle the learner back into instruction until the competency is obtained.

How you evaluate, whether by standardized instruments or by demonstration of competencies, or both, depends on you, your learner, your program and its administration. If strict documentation is required, then you will need to set out the criteria for competency demonstration, and adhere to it. Any tests and their results, as well as demonstrations, should become part of a student's file.

IN CLOSING I JUST WANT TO SAY...

that I hope by now you are getting the idea of how to teach SKILLS *and* KNOWLEDGES in ABE. And, since many of those skills are a necessary part of GED preparation, you might also be getting some ideas of how APL can fit into a GED program.

Certainly Nutrition (Health) is *Science*.
Certainly Government and Law is *Social Studies*.
Certainly Consumer Economics involves a lot of *Mathematics*.
Certainly all of the knowledge areas necessitate *Reading*.
Certainly all of the knowledge areas necessitate *Writing*.

All of the italicized words are the names of the GED tests. So, obviously, APL *can* fit into a GED program. APL is a two-dimensional approach to competency education. We are trying to teach the academic skills, but also teach the context in which adults use those skills in everyday life. Hopefully the terms APL and ABE will be synonymous--that "Adult Basic Education" will mean teaching the adult the things that he or she *needs to know* in everyday life. Whether that teaching is math-oriented within Consumer Economics or reading and problem-solving oriented within Occupational Knowledge will be determined by you and your learners, working together, to produce truly "functional" adults.

Some names and addresses you might need are listed on the following page.

Adult Performance Level Project
The University of Texas at Austin
Education Annex S-21
Austin, Texas 78712

American College Testing (ACT)
P. O. Box 168
Iowa City, Iowa 52240

CTB/McGraw Hill
Del Monte Research Park
Monterey, California 93940

Harcourt, Brace and Jovanovich
757 Third Avenue
New York, New York 10017

STUDENT INTEREST SURVEY

Name ______________________________

WOULD YOU LIKE TO KNOW ABOUT AND STUDY ANY OF THE TOPICS LISTED BELOW? CHECK "NEED" OR "MIGHT NEED" OR "DON'T NEED" FOR EACH ONE.

Community Resources	need	might need	don't need
1. How to understand what I read and hear in the news			
2. Where to find help in my community			
3. How and where to have fun			
4. How to use the library			
5. How to use a newspaper			
6. How to use the telephone			
7. How to use buses, planes, and trains			
8. How to tell time			
9. How to get a driver's license			
Occupational Knowledge			
10. How to find out about jobs			
11. How to choose a job I'll like			
12. How to get a job			
13. How to keep a job			
14. How to get a promotion			
15. Knowing about paychecks and the money they take out			
16. Getting along with others on the job			
Consumer Economics			
17. How to count money			
18. How to measure (feet, inches, metric, etc.)			
19. How to do income tax forms			

		need	might need	don't need
20.	How to get the best buys when shopping	____	____	____
21.	How to understand the ads I see, hear and read	____	____	____
22.	How to budget my money	____	____	____
23.	How to order food and tip in a restaurant	____	____	____
24.	How to get the best food buys	____	____	____
25.	Living with inflation	____	____	____
26.	How to find a good place to live (rent or buy)	____	____	____
27.	How to save on utility bills	____	____	____
28.	How to buy a car	____	____	____
29.	How to take care of a car	____	____	____
30.	How to get a loan	____	____	____
31.	How to use charge accounts	____	____	____
32.	How to understand about insurance (including medicare)	____	____	____
33.	How to order from a catalog	____	____	____
34.	How to know about phony selling	____	____	____
35.	How to take care of the things I own (clothes, furniture, etc.)	____	____	____
36.	How to conserve energy	____	____	____
37.	Knowing about Social Security	____	____	____
Health				
38.	How to prevent crime	____	____	____
39.	How to get along with my family	____	____	____
40.	Being married	____	____	____
41.	Getting divorced	____	____	____
42.	How to like myself	____	____	____
43.	How to be safe at home and on the job	____	____	____

	need	might need	don't need
44. Knowing about doctors and hospitals	____	____	____
45. Knowing about pregnancy and childbirth	____	____	____
46. How to act in an emergency	____	____	____
47. How to plan a family	____	____	____
48. How to raise children	____	____	____
49. How to deal with teenagers	____	____	____
50. How to get and keep good health	____	____	____
51. How to eat right	____	____	____
52. How to prepare good foods	____	____	____
53. How to use medicine	____	____	____
54. Knowing about drug abuse	____	____	____
Government and Law			
55. Knowing about how the government is set up	____	____	____
56. How to vote	____	____	____
57. Knowing about the police	____	____	____
58. Knowing about courts	____	____	____
59. Knowing about my civil rights	____	____	____
60. Knowing about crime and the laws	____	____	____
61 Knowing about contracts and legal papers	____	____	____
62. How to get a lawyer	____	____	____

CROSS REFERENCE
STUDENT INTEREST SURVEY CHICKLIST/MODULE TITLES

1. How to understand what I read and hear in the news	1. Mass Media/Public Opinion
2. Where to find help in my community	2. Information and aid; Public Assistance
3. How and where to have fun	3. Recreation
4. How to use the library	4. Information and Aid
5. How to use a newspaper	5. Information and Aid
6. How to use the telephone	6. Information and Aid
7. How to use buses, planes, and trains	7. Transportation/Reservations
8. How to tell time	8. Information and Aid
9. How to get a driver's license	9. Driving
10. How to find out about jobs	10. Sources of Employment
11. How to choose a job I'll like	11. Job Selection and Satisfaction
12. How to get a job	12. Job Applications and Interviews
13. How to keep a job	13. Effective Job Behavior
14. How to get a promotion	14. Effective Job Behavior
15. Knowing about paychecks and the money they take out	15. Financial and Legal Aspects of Employment
16. Getting along with others on the job	16. Effective Job Behavior
17. How to count money	17. Counting and Converting
18. How to measure (feet, inches, metric, etc.)	18. Counting and Converting
19. How to do income tax forms	19. Income Tax
20. How to get the best buys when shopping	20. Comparison Shopping
21. How to understand the ads I see, hear and read	21. Advertising Techniques
22. How to budget my money	22. Money Management

23. How to order food and tip in a restaurant	23. Ordering Food
24. How to get the best food buys	24. Comparison Shopping
25. Living with inflation	25. Money Management
26. How to find a good place to live (rent or buy)	26. Housing and Utilities
27. How to save on utility bills	27. Housing and Utilities
28. How to buy a car	28. Buying and Maintaining a Car
29. How to take care of a car	29. Buying and Maintaining a Car
30. How to get a loan	30. Using Credit
31. How to use charge accounts	31. Using Credit
32. How to understand about insurance (including medicare)	32. Insurance
33. How to order from a catalog	33. Catalog Ordering
34. How to know about phony selling	34. Consumer Fraud
35. How to take care of the things I own (clothes, furniture, etc.)	35. Care and Upkeep of Personal Possessions
36. How to conserve energy	36. World Resources
37. Knowing about Social Security	37. Insurance
38. How to prevent crime	38. Safety Measures/Emergencies and First Aid
39. How to get along with my family	39. Marriage and Family
40. Being Married	40. Marriage and Family
41. Getting divorced	41. Marriage and Family
42. How to like myself	42. Self
43. How to be safe at home and on the job	43. Safety Measures/Emergencies and First Aid
44. Knowing about doctors and hospitals	44. Preventive Care and Health Maintenance
45. Knowing about pregnancy and childbirth	45. Pregnancy and Childbirth

46.	How to act in an emergency	46.	Safety Measures/Emergencies and First Aid
47.	How to plan a family	47.	Parenting and Family Planning
48.	How to raise children	48.	Child Rearing
49.	How to deal with teenagers	49.	Adolescents
50.	How to get and keep good health	50.	Preventive care and Health Maintenance
51.	How to eat right	51.	Nutrition and Food Preparation
52.	How to prepare good foods	52.	Nutrition and Food Preparation
53.	How to use medicine	53.	Drug Abuse/Drug Control
54.	Knowing about drug abuse	54.	Drug Abuse/Drug Control
55.	Knowing about how the government is set up	55.	Government Structure and Function
56.	How to vote	56.	Government Structure and Function
57.	Knowing about the police	57.	Citizens Rights [illegible] Duties
58.	Knowing about courts	58.	Criminal and Civil Law
59.	Knowing about my civil rights	59.	Citizens Rights and Duties
60.	Knowing about crime and the laws	60.	Criminal and Civil Law
61.	Knowing about contracts and legal papers	61.	Legal Documents
62.	How to get a lawyer	62.	Legal Documents

Student Name__________________________Test Level________Date________

I. Skill Diagnosis

A. Reading Scores: Vocabulary_______Comprehension_______Grade Level_______

B. Arithmetic Scores: Reasoning_______Fundamentals_______Grade Level_______

C. Writing Scores: Test____________________ Scores_________________

II. Skills Prescription (Check areas where instruction is needed.)

Reading										Writing										Arithmetic														
																				Reasoning			Fundamentals											
Word Attack	Word Meanings	Using Context	Following Directions	Finding Information	Finding Main Ideas	Sequencing	Inference	Detail	Distinguishing Fact from Opinion	Legibility	Spelling	Usage	Unity	Sentence Structure	Punctuation	Paragraphing	Letter Writing	Filling Out Forms	Capitalization	Number Meanings	Signs, Symbols, Equations	Word Problems	" Whole Numbers	" Decimals/Measurement	Adding Fractions	" Whole Numbers	" Decimals/Measurement	Subtraction: Fractions	" Whole Numbers	" Fractions	Multiplying Decimals/%/Measurement	" Whole Numbers	" Fractions	Dividing Decimals

III. APL Knowledge Area Diagnosis

A. Indicate rating from APL Adult Survey:

CR________OK_________CE_________H_________G&L_________

B. If Content Area Measure(s) used, indicate ratings:

CR________OK_________CE_________H_________G&L_________

C. Student Interest Survey used:

Yes________ No________

(If used, please staple to this form.)

IV. APL MODULE NEEDS (From the CAMs and Interest Survey, determine which module(s) the student needs.)

KNOWLEDGE AREA	CAM OBJECTIVES (Circle APL level)	CORRESPONDING MODULE(S)	Checked on Interest Survey
CONSUMER ECONOMICS	Objective 1: 1 2 3	Money Management	
	Objective 2: 1 2 3	Counting & Converting	
		Banking Services	
		Income Tax	
		Insurance	
	Objective 3: 1 2 3	Using Credit	
		Comparison Shopping	
		Catalog Ordering	
		Housing/Utilities	
		Car Buying/Maintenance	
	Objective 4: 1 2 3	Care & Upkeep of Personal Possessions	
		World Resources	
	Objective 5: 1 2 3	Advertising Techniques	
		Consumer Fraud	
OCCUPATIONAL KNOWLEDGE	Objective 1: 1 2 3	Sources of Employment	
		Job Selection & Satisfaction	
	Objective 2: 1 2 3	Job Applications & Interviews	
		Employment Agencies	
	Objective 3: 1 2 3	Effective Job Behavior	
		Financial & Legal Aspects of Emp.	
COMMUNITY RESOURCES	Objective 1: 1 2 3	Recreation	
	Objective 2: 1 2 3	Information & Aid	
	Objective 3: 1 2 3	Information & Aid	
		Public Assistance	
	Objective 4: 1 2 3	Transportation/Reservations	
		Driving	
HEALTH	Objective 1: 1 2 3	Preventive Care & Health Maintenance	
		Basic Safety Measures/Emer.& First Aid	
	Objective 2: 1 2 3	Preventive Care & Health Maintenance	
		Nutrition & Food Preparation	
		Drug Control/Drug Abuse	
	Objective 3: 1 2 3	Pregnancy & Childbirth	
		Child Rearing	
		Parenting & Family Planning	
		The Adolescent	
		Marriage & Family	
		Self	
	Objective 4: 1 2 3	Basic Safety Measures/Emer.& First Aid	
GOVERNMENT & LAW	Objective 1: 1 2 3	Government Structure & Function	
	Objective 2: 1 2 3	Citizen Rights & Duties	
	Objective 3: 1 2 3	Criminal & Civil Law	
		Legal Documents	
	Objective 4: 1 2 3	All Government & Law modules	

APPENDIX B

A FRAMEWORK FOR INTEGRATING ADULT PERFORMANCE LEVEL COMPETENCIES INTO GED PREPARATION

Beginning in the fall of 1977 and into 1978, GED testing centers put new forms of the GED tests into effect. These new tests are a result of a periodic reassessment of the validity of the test battery which indicated some necessary modifications. The new battery of tests now comprises the five subject and skill areas of:

The Writing Skills Test
The Reading Skills Test
The Science Test
The Social Studies Test
The Mathematics Test

The following short paper will explore the possibilities that now exist for integrating instruction towards passing the GED test battery with instruction in gaining the competencies that indicate functional competency in our society today. Quotations in this paper have been taken from Cambridge Concepts, Volume One, Number Two.

The Reading Skills Test seems to be the test that has changed to the greatest degree from the old Interpretation of Literary Materials Test. The Reading Skills Test now contains 15% "practical reading," which is defined as "utilitarian materials encountered by both sexes in daily living." Examples of those materials include recipes, contracts, advertisements, newspapers, and catalogs. Another 35% of the Reading Skills Test are "general reading characteristics of that encountered in the daily life of adults." Hence we see that 50% of the new Reading Skills Test is directed at the same kinds of materials which must be read and comprehended in everyday life--*the same kinds of materials that are used in a functional competency instructional program.*

The reading skills that are necessary to be able to achieve a passing score on the Reading Skills Test and the reading skills that are necessary to become functionally competent are the same--skills such as word recognition, following written directions, understanding main ideas, finding facts, and making correct conclusions are the means to the ends of passing the GED test and being able to function in everyday life. And so the same instructional program can be used for both. Using catalog order blanks to learn and practice the skill of following written directions will contribute to the achievement of both goals. Using newspapers to analyze advertisements can contribute to the skills of finding facts, drawing conclusions, vocabulary development, reading graphs, understanding main ideas, etc.

Even the literature that is still included in the GED Reading Skills Test is more current than ever before. It is described as "expository and creative prose that appeals to 20th century adults...." Certainly reading for pleasure is also a part of functional competency.

"The Reading Skills Test focuses on the skills of reading comprehension. Understanding what is read is emphasized...." Since this focus of the test is also the focus of reading for functional competency, the integration of the two is quite natural.

The chart on the next page illustrates how real life materials can be used to build specific reading skills while they are also building functional competence. The chart contains only a few examples of this process in comparison to what can be done by the creative teacher.

MATERIALS	READING SKILLS TO BE DEVELOPED	FUNCTIONAL COMPETENCIES TO BE DEVELOPED
Recipes	* Vocabulary development * Organization of ideas (sequence) * Finding facts * Following written directions	* Understanding good nutrition * Preparing nutritious meals
Newspapers (general index; classified index) (political cartoons; editorials)	* Vocabulary development * Finding facts * Understanding main ideas * Reading graphs * Using an index * Making correct conclusions * Making conclusions	Almost all!
Contracts	* Vocabulary development * Understanding main ideas * Following written directions * Finding facts	* Understanding credit * Understanding legal documents
Catalogs	* Following written directions * Finding facts * Using an index	* Using catalogs to order goods and services
Library references	* Following written directions * Organization of ideas * Finding facts * Using an index	* Using information resources in a community * Recreation

The situation regarding the Writing Skills Test parallels that of the Reading Skills Test. Here is a description of the components of this test.

Spelling, punctuation, and capitalization--25%
Grammar and conventional usage--30%
Sentence structure--15%
Logic and organization--15%
Diction and style--15%

All of these writing skills are necessary for passing the GED test as well as for functional competency. It makes ultimate sense, then, to teach these language usage skills in the contexts where they will be used--sentence structure, for instance, along with letter writing. The letters can be letters of application (for jobs) or letters to a Congressperson opposing or endorsing legislation, letters of complaint about a consumer problem, etc. Punctuation and capitalization can be taught in a similar way, and spelling words can be any that are pertinent to the topic. Teaching towards the Reading Skills Test and the Writing Skills Test can complement each other, and one inexpensive but extremely useful material to do this with would be the newspaper. Teaching diction and style could be done by analyzing quotes from people in the news or any of the columnists. Teaching logic and organization could be done using news articles or feature articles.

The chart on the following page illustrates the materials that could be used to teach skills toward the Writing Skills Test which would also be building functional competency.

MATERIALS	WRITING SKILLS TO BE DEVELOPED	FUNCTIONAL COMPETENCIES TO BE DEVELOPED
Job application letters Consumer complaint letters Letters to Congresspersons	* Grammar (verb-subject agreement, use of pronoun, etc.)	* Getting a job * Knowing about consumer fraud
Job application forms Credit application forms Letters (as above)	* Punctuation	* Getting a job * Understanding credit * Knowing about consumer fraud
Newspaper News articles Feature articles	* Sentence structure (phrases, clauses, etc.)	Many!
Job application forms Credit application forms Letters (as above)	* Capitalization	* Getting a job * Understanding credit * Knowing about consumer fraud
Political quotations (newspapers, news magazines)	* Diction and style	* Understanding the mass media

The GED Mathematics Test consists of 55% arithmetic. As described in Cambridge Concepts, the test items are "practical applications involving addition, subtractin, multiplication and division of whole numbers, decimals, fractions and percent, measurement of length, area, volume, money, time... liquid measurement or capacity...." The applications of these skills are exactly what are involved in teaching functional competencies.

Geometry is 20% of the GED Mathematics Test. In the definition of geometry is included using visual interpretations, line, bar and circular graphs. These graphs are often used in current events materials to illustrate everything from how our tax dollars are spent by the government to the increase in heart disease in persons who smoke.

Witness this chart of skills and functional competencies examples.

SKILL	EXAMPLE IN FUNCTIONAL COMPETENCY
Addition of whole numbers	Miles traveled
Subtraction of whole numbers	Miles left to be traveled
Addition of decimals	Adding monetary amounts (how much spent at the grocery store)
Subtraction of decimals	Keeping a check register (balance minus amount of check equals new balance)
Percent	How much off at a sale (regular price--$10; sale, 20% off)
Fractions	Recipes--doubling them, halving them, etc.
Measurements	Computing the cubic feet in a room to be air-conditioned

Most word problems in math are related to functional competency. And so teaching math and functional competencies means teaching math skills in their real life context. Even practice and drill should be done this way.

The Social Studies and Science GED Tests are really tests of reading comprehension in the social studies and science areas. Below is a chart that illustrates some of the commonalities between these two tests and functional competencies.

SOCIAL STUDIES TOPICS	FUNCTIONAL COMPETENCY TOPICS
Government and Political Science	Government and law--structure of the government (federal, state and local levels)
	Individual civil rights
	Understanding legal documents
	Understanding criminal and civil laws
Economics	Consumer law
	Understanding how to live with inflation
	Understanding insurance
History	Understanding the Constitution (including the Bill of Rights)
SCIENCE TOPICS	**FUNCTIONAL COMPETENCY TOPICS**
Biology	Understanding good nutrition
	Understanding pregnancy and childbirth
	Disease prevention
Earth Science	Understanding about ecology (pollution, conservation, etc.)
Chemistry	Understanding good nutrition

And so instruction in social studies and science can be combined in many instances with gaining the competencies needed in everyday life. Materials useful for instruction in these two areas parallel the materials referred to earlier. Newspaper articles and news magazine articles abound on such topics as ecology and conservation; the oil crisis (which is science and social studies!); heart disease and smoking; the environment, pollution and cancer; and many others.

It would be absurd to say that the GED tests and functional competencies correlate perfectly. But it makes great sense to say that there are enough commonalities between the two to allow for an instructional program to have two main objectives of providing students with the skills to pass the GED test battery AND of providing students with the functional competencies that are necessary for success in everyday life.

APPENDIX C

DESCRIPTION OF OCCUPATIONAL KNOWLEDGE MODULES

The Occupational Knowledge section of the APL curriculum contains six modules. They can be sequentially used, although this is not mandatory for use of the system. The modules are as follows.

Job Selection and Satisfaction. The module helps the student narrow the gap in terms of job categories for which he/she would have the aptitudes and interests. The student learns how to evaluate jobs, and then researches different jobs using the criteria. The last section deals with vocational counseling.

Finding Out About Job Openings (previously called Sources of Employment). This module helps the student use all of the ways of finding job openings, from help wanted ads in the newspaper to employment agencies. In addition, this module contains a section on training that is available in the community.

Employment Agencies. This module relates the two types of employment agencies, and the differences between them. Advantages and disadvantages of both types are included.

Job Applications and Interviews. This module provides practice to the student in completing job application blanks and in getting ready for a job interview. Work is provided in writing a resume.

Legal and Financial Aspects of Employment. This module looks at legal aspects of being employed, including employment legislation. It also provides experience with W-4 forms, pensions, earnings statements, and comparing jobs in financial terms.

Effective Job Behavior. This module provides experiences in the affective realm of being employed--including the right and wrong ways of behaving on the job. Good job communication skills are examined. Dealing with anger and getting ahead are two other topics that are explored.

Each Occupational Knowledge module contains a reading book, a consumable student workbook, and an audio component (cassette tapes). A teacher's manual is also provided.

APPENDIX D

INDIVIDUALIZED CAREER PLAN OF

Vocational Goals

1) Write a paragraph or two below describing the vocational goals you have set for yourself. Include both immediate and long range goals. Be specific! Describe the kinds of work you would do once you attain your goals. Include the educational level usually required to attain your goals (this information can be found in the Occupational Outlook Handbook). You may use the back of this page if you need to.

2) If your vocational goals require more than a high school diploma, answer the following questions:

a. Where do you plan to get the additional education or training required?

b. How much will this additional education or training cost?

c. How will you pay for this additional education or training?

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d. How long will the additional education or training take?

e. When do you plan to start the additional education or training?

3) What is the employment outlook for your vocational goals according to the Occupational Outlook Handbook?

4) Are there employment opportunities in your vocational goal's field near your home? Or, will you have to move in order to get a job in that field?

5) What salary can you expect when you attain your vocational goals?

6) If you have work experience which will help you meet any of your goals, describe it below:

7) If you have a family (wife/husband, and/or children), how do they feel about your vocational goals?

Interests

1) Your counselor had you take an "interest survey." The idea behind an interest survey is to help you discover your vocational interests so that you can take them into account when you set vocational goals. Write down the occupations in which the survey showed you to be interested.

2) Do you agree with what the survey showed you to be interested in? If no, why not?

3) Will your interests help you reach your vocational goals? If so, how?

Aptitudes

1) Your counselor had you take the General Aptitude Test Battery (G.A.T.B.) or the Differential Aptitude Test (D.A.T.). Write down the aptitudes that the test showed you have.

2) Will your aptitudes help you achieve your vocational goals? If so, how?

APPENDIX E

Austin
ALC

PREVOCATIONAL UNIT SURVEY

We would like to ask you a few questions about the prevocational materials you have studied. Please answer by checking YES, NO, or DON'T KNOW for each question.

1. Do you think the material on getting a job, managing your money, having good health, etc. (the APL modules) will help you get a job?

_____YES _____NO _____DON'T KNOW

2. Do you think the material on getting a job, managing your money, having good health, etc. (the APL modules) will help you in your job?

_____YES _____NO _____DON'T KNOW

3. Do you think the material on getting a job, managing your money, having good health, etc. (the APL modules) will help you in your everyday life?

_____YES _____NO _____DON'T KNOW

4. Do you think the material on getting a job, managing your money, having good health, etc. (the APL modules) should be continued?

_____YES _____NO _____DON'T KNOW

Here is a list of the APL modules. Next to each title, please check whether you "liked it a lot," "liked it a little," or "didn't like it." If you did not study a module, leave it blank.

COMMUNITY RESOURCES			
Public Assistance	____liked a lot	____liked a little	____didn't like
Recreation	____liked a lot	____liked a little	____didn't like
Driving	____liked a lot	____liked a little	____didn't like
Transportation/Reservations	____liked a lot	____liked a little	____didn't like
Information and Aid	____liked a lot	____liked a little	____didn't like
Mass Media/Public Opinion	____liked a lot	____liked a little	____didn't like
CONSUMER ECONOMICS			
Advertising Techniques	____liked a lot	____liked a little	____didn't like
Counting and Converting	____liked a lot	____liked a little	____didn't like
Money Management	____liked a lot	____liked a little	____didn't like
Income Tax	____liked a lot	____liked a little	____didn't like
Care and Upkeep of Personal Possessions	____liked a lot	____liked a little	____didn't like

Catalog Ordering	____liked a lot	____liked a little	____didn't like
Ordering Food	____liked a lot	____liked a little	____didn't like
Housing/Utilities	____liked a lot	____liked a little	____didn't like
Car Buying/Maintenance	____liked a lot	____liked a little	____didn't like
Insurance	____liked a lot	____liked a little	____didn't like
Using Credit	____liked a lot	____liked a little	____didn't like
Consumer Fraud	____liked a lot	____liked a little	____didn't like
World Resources	____liked a lot	____liked a little	____didn't like
Banking Services	____liked a lot	____liked a little	____didn't like
Comparison Shopping	____liked a lot	____liked a little	____didn't like
OCCUPATIONAL KNOWLEDGE			
Sources of Employment	____liked a lot	____liked a little	____didn't like
Job Selection & Satisfaction/Aids to Obtaining Satisfactory Employment	____liked a lot	____liked a little	____didn't like
Job Applications & Interviews	____liked a lot	____liked a little	____didn't like
Employment Agencies	____liked a lot	____liked a little	____didn't like
Effective Job Behavior	____liked a lot	____liked a little	____didn't like
Financial & Legal Aspects of Employment	____liked a lot	____liked a little	____didn't like
HEALTH			
Basic Safety Measures/Emergencies and First Aid	____liked a lot	____liked a little	____didn't like
Drug Control/Drug Abuse	____liked a lot	____liked a little	____didn't like
Needs of the Adolescent	____liked a lot	____liked a little	____didn't like
Self	____liked a lot	____liked a little	____didn't like
Marriage and Family	____liked a lot	____liked a little	____didn't like
Parenting and Family Planning	____liked a lot	____liked a little	____didn't like
Pregnancy and Childbirth	____liked a lot	____liked a little	____didn't like
Child Rearing	____liked a lot	____liked a little	____didn't like
Nutrition and Food Preparation	____liked a lot	____liked a little	____didn't like
Preventive Care & Health Maintenance	____liked a lot	____liked a little	____didn't like
GOVERNMENT & LAW			
Government Structure & Function	____liked a lot	____liked a little	____didn't like
Citizens' Rights and Duties	____liked a lot	____liked a little	____didn't like
Criminal and Civil Law	____liked a lot	____liked a little	____didn't like
Legal Documents	____liked a lot	____liked a little	____didn't like

Austin
SER

LINK FOUR SURVEY

We would like to ask you a few questions about your YETP high school diploma program (the APL program). Please answer by checking YES, NO OR DON"T KNOW for each question. And thanks for your help.

1. Do you think having a high school diploma will help you get a job?

_____YES _____NO _____DON'T KNOW

2. Do you think learning about how to get a job, managing your money, your rights as a citizen, etc. (the APL program) will help you in your job?

_____YES _____NO _____DON'T KNOW

3. Do you think learning about how to get a job, managing your money, your rights as a citizen, etc. (the APL program) will help you in your everyday life?

_____YES _____NO _____DON'T KNOW

4. Do you think the modules on how to get a job, managing your money, your rights as a citizen, etc. (the APL program) should continue to be included in the YETP program?

_____YES _____NO _____DON'T KNOW

Here is a list of the materials you studied during your "YETP high school diploma program (APL). Next to each title, check whether you "liked it a lot," "liked it some," or "didn't like it." If you did not study a unit, leave that question blank.

COMMUNITY RESOURCES			
Public Assistance	____liked a lot	____liked a little	____didn't like
Recreation	____liked a lot	____liked a little	____didn't like
Driving	____liked a lot	____liked a little	____didn't like
Transportation/Reservations	____liked a lot	____liked a little	____didn't like
Information and Aid	____liked a lot	____liked a little	____didn't like
Mass Media/Public Opinion	____liked a lot	____liked a little	____didn't like
CONSUMER ECONOMICS			
Advertising Techniques	____liked a lot	____liked a little	____didn't like
Counting and Converting	____liked a lot	____liked a little	____didn't like
Money Management	____liked a lot	____liked a little	____didn't like
Income Tax	____liked a lot	____liked a little	____didn't like
Care and Upkeep of Personal Possessions	____liked a lot	____liked a little	____didn't like

Catalog Ordering ____liked a lot ____liked a little ____didn't like

Ordering Food ____liked a lot ____liked a little ____didn't like

Housing/Utilities ____liked a lot ____liked a little ____didn't like

Car Buying/Maintenance ____liked a lot ____liked a little ____didn't like

Insurance ____liked a lot ____liked a little ____didn't like

Using Credit ____liked a lot ____liked a little ____didn't like

Consumer Fraud ____liked a lot ____liked a little ____didn't like

World Resources ____liked a lot ____liked a little ____didn't like

Banking Services ____liked a lot ____liked a little ____didn't like

Comparison Shopping ____liked a lot ____liked a little ____didn't like

OCCUPATIONAL KNOWLEDGE

Sources of Employment ____liked a lot ____liked a little ____didn't like

Job Selection & Satisfaction/Aids to Obtaining Satisfactory Employment ____liked a lot ____liked a little ____didn't like

Job Applications & Interviews ____liked a lot ____liked a little ____didn't like

Employment Agencies ____liked a lot ____liked a little ____didn't like

Effective Job Behavior ____liked a lot ____liked a little ____didn't like

Financial & Legal Aspects of Employment ____liked a lot ____liked a little ____didn't like

HEALTH

Basic Safety Measures/Emergencies and First Aid ____liked a lot ____liked a little ____didn't like

Drug Control/Drug Abuse ____liked a lot ____liked a little ____didn't like

Needs of the Adolescent ____liked a lot ____liked a little ____didn't like

Self ____liked a lot ____liked a little ____didn't like

Marriage and Family ____liked a lot ____liked a little ____didn't like

Parenting and Family Planning ____liked a lot ____liked a little ____didn't like

Pregnancy and Childbirth ____liked a lot ____liked a little ____didn't like

Child Rearing ____liked a lot ____liked a little ____didn't like

Nutrition and Food Preparation ____liked a lot ____liked a little ____didn't like

Preventive Care & Health Maintenance ____liked a lot ____liked a little ____didn't like

GOVERNMENT & LAW

Government Structure & Function ____liked a lot ____liked a little ____didn't like

Citizens' Rights and Duties ____liked a lot ____liked a little ____didn't like

Criminal and Civil Law ____liked a lot ____liked a little ____didn't like

Legal Documents ____liked a lot ____liked a little ____didn't like

College of the Mainland
Victoria
Texarkana

PREVOCATIONAL UNIT SURVEY

We would like to ask you a few questions about the prevocational materials you studied. Please answer by checking YES, NO or DON'T KNOW for each question. Thanks for your help.

1. Do you think the material on getting a job, managing money, having good health, etc. will help you get a job?

_____YES _____NO _____DON'T KNOW

2. Do you think the material on getting a job, managing money, having good health, etc. will help you in your job?

_____YES _____NO _____DON'T KNOW

3. Do you think the material on getting a job, managing money, having good health, etc. will help you in your everyday life?

_____YES _____NO _____DON'T KNOW

4. Do you think the material on getting a job, managing money, having good health, etc. will help you pass the GED exam?

_____YES _____NO _____DON'T KNOW

5. Do you think the material on getting a job, managing money, having good health, etc. should continue to be included in the prevocational course?

_____YES _____NO _____DON'T KNOW

6. Here is a list of the materials you studied during your "prevocational unit." Next to each title, check whether you "liked it a lot," "liked it some," or "didn't like it." If you did not study a unit, leave that question blank.

COMMUNITY RESOURCES			
Public Assistance	____liked a lot	____liked a little	____didn't like
Recreation	____liked a lot	____liked a little	____didn't like
Driving	____liked a lot	____liked a little	____didn't like
Transportation/Reservations	____liked a lot	____liked a little	____didn't like
Information and Aid	____liked a lot	____liked a little	____didn't like
Mass Media/Public Opinion	____liked a lot	____liked a little	____didn't like
CONSUMER ECONOMICS			
Advertising Techniques	____liked a lot	____liked a little	____didn't like
Counting and Converting	____liked a lot	____liked a little	____didn't like
Money Management	____liked a lot	____liked a little	____didn't like
Income Tax	____liked a lot	____liked a little	____didn't like
Care and Upkeep of Personal Possessions	____liked a lot	____liked a little	____didn't like

Catalog Ordering	____liked a lot	____liked a little	____didn't like
Ordering Food	____liked a lot	____liked a little	____didn't like
Housing/Utilities	____liked a lot	____liked a little	____didn't like
Car Buying/Maintenance	____liked a lot	____liked a little	____didn't like
Insurance	____liked a lot	____liked a little	____didn't like
Using Credit	____liked a lot	____liked a little	____didn't like
Consumer Fraud	____liked a lot	____liked a little	____didn't like
World Resources	____liked a lot	____liked a little	____didn't like
Banking Services	____liked a lot	____liked a little	____didn't like
Comparison Shopping	____liked a lot	____liked a little	____didn't like
OCCUPATIONAL KNOWLEDGE			
Sources of Employment	____liked a lot	____liked a little	____didn't like
Job Selection & Satisfaction/Aids to Obtaining Satisfactory Employment	____liked a lot	____liked a little	____didn't like
Job Applications & Interviews	____liked a lot	____liked a little	____didn't like
Employment Agencies	____liked a lot	____liked a little	____didn't like
Effective Job Behavior	____liked a lot	____liked a little	____didn't like
Financial & Legal Aspects of Employment	____liked a lot	____liked a little	____didn't like
HEALTH			
Basic Safety Measures/Emergencies and First Aid	____liked a lot	____liked a little	____didn't like
Drug Control/Drug Abuse	____liked a lot	____liked a little	____didn't like
Needs of the Adolescent	____liked a lot	____liked a little	____didn't like
Self	____liked a lot	____liked a little	____didn't like
Marriage and Family	____liked a lot	____liked a little	____didn't like
Parenting and Family Planning	____liked a lot	____liked a little	____didn't like
Pregnancy and Childbirth	____liked a lot	____liked a little	____didn't like
Child Rearing	____liked a lot	____liked a little	____didn't like
Nutrition and Food Preparation	____liked a lot	____liked a little	____didn't like
Preventive Care & Health Maintenance	____liked a lot	____liked a little	____didn't like
GOVERNMENT & LAW			
Government Structure & Function	____liked a lot	____liked a little	____didn't like
Citizens' Rights and Duties	____liked a lot	____liked a little	____didn't like
Criminal and Civil Law	____liked a lot	____liked a little	____didn't like
Legal Documents	____liked a lot	____liked a little	____didn't like

7. How could we change the prevocational materials to make them more useful? (Use the back if you need to.)

APL Interviews

1. What is the sequence of pre-voc materials in your program (e.g., before, during, or following vocational training--- and/or GED preparation)?

2. How useful was the APL material (compared with other pre-voc materials) for prevocational training? What areas are strongest?

3. Did the APL training you received adequately prepare you to use APL materials with your students? How comfortable do you feel using APL materials?

4. Did you receive satisfactory assistance from the U.T. APL project staff (e.g., materials, training, etc.)?

5. Did the implementation of the APL materials into your program progress smoothly? If not, how could this implementation be improved?

6. How beneficial was the APL pre-voc training for your students? Does it enhance their vocational training? Was it helpful in preparing them for the GED? In which areas was it most helpful?

7. Do your students have any pre-voc needs this project isn't helping you meet?

8. Do you plan to continue using APL materials in your program?

9. How could the APL materials, or their implementation into your program, be improved?